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ABSTRACT

Within the scope of the English program in the Cleveland Heights-University Heights (Ohio) junior high schools, three areas of concentration have been defined: literature, language, and composition. Correlation of these three areas is the focal point of this English course guide supplement for grades seven, eight, and nine. In the literature section, recommended titles for the thematic approach to literature and a supplement to the course guide are provided for each grade. The language and composition section contains page indications for tentative teaching guides to punctuation and grammar for each grade level as well as information on correlating language with composition. The purposes, goals, and behavioral objectives for the language arts, kindergarten through grade twelve, are also presented. (T0)

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LITERATURE

LANGUAGE

COMPOSITION

A THEMATIC APPROACH

GRADES

7

8

9

COURSE GUIDE

1973 SUPPLEMENT

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS-CITY SCHOOL DISTRICT

OS 201 723

JUNIOR HIGH SCHOOL COURSE GUIDE SUPPLEMENT

LITERATURE, LANGUAGE, COMPOSITION - A THEMATIC APPROACH

1973 SUPPLEMENT

GRADES 7, 8, 9

This course guide 1973 supplement in English for students in grades 7, 8, and 9 is published by the Board of Education of the Cleveland Heights-University Heights City School District and is authorized for use as a teaching guide in the subject and grades designated.

The content of this guide has been approved by a committee of secondary school teachers working under the leadership of Dr. John L. McDonald, Mrs. Belva Singer, and Dr. Leonard Freyman. The organization and writing of the material as presented is the work of Mr. Harold G. Hoff, Mrs. Betty Kotapish, Miss Kathleen Anne Quick, Mrs. Susan Rakow, and Mr. Francis X. Walter.

Hearty appreciation is extended to these teachers and administrators who contributed so much to the preparation of this course guide.

David L. Moberly
Superintendent of Schools

"The unexamined life is not worth living."

-Socrates

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The examination of life through literature can result only from reading many books that have a genuine impact on the individual. The teacher's major goal is to guide the selection of books and help adolescents read literature as human experience--not to teach a fixed number of books, a smattering of biographical data, or an overload of formal elements. Such information may support and extend but can never supplant the reader's authentic response. To share the insight of any author, an individual must respond actively as he reads. Emotionally and intellectually he enters the conflict between Huck Finn and his father or identifies with the misery of Richard Wright. Whenever the reader so enters the experience of art, the work may have greater impact on him than does any experience of life. At various times he shares an intensity of feeling, identifies with a diverse personality, looks on life through foreign eyes, becomes involved in a problem situation.

By Walter Loban, excerpt from "Literature and the Examined Life," English Journal, November, 1970

A SHORT COURSE IN HUMAN RELATIONS

or

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LOVE IN THE CLASSROOM: AFFECTIVE MODES FOR BEHAVIOR MODIFICATION

by Professor Leo Buscaglia

Leo Buscaglia presents the classroom teacher as a warm human pulsating in an environment in which love is the pervading sentiment.

Love, according to Buscaglia, is synonymous with respect for self and others, a helping spirit, and empathy for others. It is learned.

The loving person is described as follows:

1. One who appreciates himself
2. One who frees himself from labels
3. One who takes seriously his responsibilities as a teacher
4. One who abhors waste
5. One who perceives, not merely sees
6. Is a spontaneous person
7. Is a real person
8. One who sees the continual wonder of life

In summation, the loving person is one who cares.

How can a teacher care? Buscaglia proposes the following:

1. The person who cares is one who feels he has responsibility toward others. He has to give to others.
2. The person who cares understands the needs of others:
 - a. Need to be recognized for achievement, irrespective of how insignificant the effort
 - b. Need to be free to create and to learn
 - c. Need to feel security in one's self

Leo Buscaglia, Associate Professor of Education, University of Southern California, Los Angeles, California. Presented at the 1969 47th Annual CEC Convention, Denver, Colorado

LITERATURE, LANGUAGE, COMPOSITION - A THEMATIC APPROACH
1973 SUPPLEMENT
GRADES 7, 8, 9

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LITERATURE, LANGUAGE, COMPOSITION

A THEMATIC APPROACH

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THE ENGLISH PROGRAM IN THE JUNIOR HIGH SCHOOL

1973 SUPPLEMENT

Within the scope of the English program in the junior high school have been defined three areas of concentration: literature, language, and composition. Correlation of these three areas is one point of focus that makes this program unique, and is therefore strongly encouraged; however, it is suggested that approximately one-third of the total class time be devoted to each of these areas, with the understanding that some classes will need more or less language concentration, depending upon ability.

It is essential that the teacher understand the importance of correlating literature, language, and composition within the English program. The subject matter of literature motivates good composition, while the skills implicit in the language program are fundamental to effective writing. Thus the writers feel that they are adhering to James Bryant Conant's dictum that fifty per-cent of the English program in the secondary school be devoted to composition.

Let no teacher assume that the writers imply a relegating of literature to an inferior position in the English curriculum. On the contrary, literature provides a springboard for composition. Nor should the teacher infer that language skills should be sacrificed; especially in view of the fact that the bulk of language instruction is concentrated in the junior high school program. A mutually enhancing integration of the three is the ideal toward which each teacher is encouraged to work. Therefore, specific time allocations are left to the discretion of each teacher.

Although the loss of composition aides is a problem, it in no way excuses the teacher from assigning composition work. Accordingly, it is suggested that each child write a minimum of two to four carefully-evaluated compositions per quarter. One half of these paragraphs should relate to the literature selections he is reading; one half to his life experiences. It is suggested that each emphasize one or more points of language so as to further correlate the three areas. Additional paragraphs, of course, can and should be written, but these can be evaluated in a variety of ways that call for less teacher-involvement. A list of fifteen suggestions for dealing with the composition load is included in this supplement with suggestion number 15 highly regarded.

SUGGESTIONS FOR DEALING WITH THE COMPOSITION LOAD

1. Limit number of items to check or correct in each composition.
2. Evaluate and correct only a portion of each composition.
3. Evaluate and correct certain papers for each assignment.
4. Assign several compositions during a concentrated writing period. Tell pupils that some will be checked; one will be carefully graded and evaluated. (Student will not know in advance which one will be carefully graded and evaluated. If student indicates later that his best paper was not graded, permit him to select best paper and grade it for a substitute grade.)
5. Assign shorter compositions (25-100 words) and grade and evaluate these completely.
6. Employ a committee of the best students to evaluate some papers.
7. Use oral correction with students reading compositions.
8. Stagger assignments in composition among classes and within classes.
9. Employ "pre-correction" periods in groups with each pupil assigned responsibility for checking one item of difficulty (laboratory experience for students).
10. Take effective and poor sentences from a set of compositions and make a ditto or stencil of these for class study.
11. Use opaque projector or overhead projector for class discussion of compositions.
12. Use tape recorder with pupil listening to comments on his composition.
13. "Team" with another teacher at same grade level in evaluating themes.
14. Motivate a reading or writing assignment in class, and use this time for individual conference and grading or simply grading.
15. Use composition equivalency method; that is, have pupils write two to four themes leading to or preparing for a major theme to incorporate all preceding preparation. Preparatory themes or composition equivalencies are skimmed and checked by the teacher while major themes are carefully read and evaluated.

LITERATURE

GRADE SEVEN

"We have not really taught the student to read unless he reads because he wants to, sees sense and purpose in it, enjoys and profits from it. Such reading is not likely to occur unless he has a chance to choose books for himself, something he can do only where he has a range of choice and the stimulation to choose. It is this opportunity and stimulus that a school provides."

-- Dr. John Fischer --
Columbia University

ANNOTATIONS FOR TITLES RECOMMENDED FOR THEMATIC APPROACH
BY STAFF MEMBERS AND CITIZENS REVIEW COMMITTEE

Supplement to pp. 16-17 in Course Guide

Seventh grade - Learning to Understand Oneself

- I. Understanding strengths and limitations
The Contender
Dark Venture
Insights and Outlook: A Collection of Short Stories**
- II. Understanding relationships with friends and adults
Brian Piccolo: A Short Season or Brian's Song
The Cay
Durango Street
- III. Receiving inspiration from others
The Endless Steppe
The Dream Watcher
Martin Luther King: The Peaceful Warrior
Selected biographies from Modern Short Biographies
- IV. Developing a code to live by
Hot Rod
Sounder
* Bless the Beasts and Children

** - Available in class sets at each junior high school; authorized 1973-74

* - Level 2 only

ANNOTATIONS FOR TITLES RECOMMENDED FOR THEMATIC APPROACH
BY STAFF MEMBERS AND CITIZENS REVIEW COMMITTEE

GRADE 7

The Autobiography of Miss Jane Pittman, Ernest J. Gaines Bantam 1971 \$1.25
Some subject matter (rape, violence) is not suited to 7th grade.
Probably this book would not appeal to 7th graders.

Black Feeling, Black Talk, Nikki Giovanni Broadside 1970 \$1.00
Not available in paperback; recommended for library purchase.

Black Out Loud, Arnold Adoff (poetry anthology) Macmillan 1970 \$4.95
Not available in paperback; recommended for library purchase.

** Brian Piccolo: A Short Season, Jeannie Morris Dell 1971 \$1.25
The story of the friendship between Gale Sayers and Brian Piccolo.
A heartwarming and touching book; very popular with 7th graders.
Highly recommended. (Also Brian's Song, the screenplay of the TV show)

Brothers and Sisters, Arnold Adoff Macmillan 1970 \$5.95
Not available in paperback; recommended for library purchase.

** The Contender, Robert Lipsyte Bantam 1967 75¢
Young black aspires to be a boxer but lacks the killer instinct. Good
picture of ghetto life; drug involvement. Recommended for 7th grade,
track 3 and 4.

** The Endless Steppe, Esther Hautzig Scholastic 1968 75¢
An excellent story of a Polish family sent to Siberia by the Russians
just before World War II. The story covers five years in Esther's
life, and details life in a prison camp and in a Siberian school.
Highly recommended for 7th or 8th grade.

God's Trombones, J. W. Johnson Viking Press 1927 \$1.35
Seven negro sermons in verse. Probably would not appeal to junior
high students. Not recommended.

Golden Slippers, Arna W. Bontemps Harper Row 1941 \$5.95
Negro poetry anthology. Not available in paperback; recommended for
library purchase.

Go Tell It on the Mountain, James Baldwin Dell 1953 95¢
Religious experience among Harlem blacks. Some subject matter not
appropriate for junior high. Not recommended.

Great Day in the Morning, F. C. Means Houghton Mifflin 1964 \$3.75
Not available in paperback

** Teacher may use these books in the classroom.

* Teacher may recommend these books as outside reading - most are not
available in paperback.

Annotations for Titles Recommended for Thematic Approach, Continued

The Hobbit, J. R. R. Tolkein Ballantine 1938 95¢
See 9th grade list

Hold Fast to Dreams, Arna Bontemps Follett 1969 \$4.98
Not available in paperback; recommended for library purchase.

** Hot Rod, Gregor Felson Bantam 1950 75¢
Bud Crayne, though poor, enjoys a position of respect among his friends for his unparalleled driving skill. Ultimately, his defiant attitude toward the law changes, but only after the tragic deaths of many of his friends. Book contains good characterizations, and appeals to both boys and girls. Recommended for 7th grade, level 3 and 4.

** Hurricane: The Story of a Friendship, Dorothy W. Ball Grosset & Dunlap 1964 60¢
The friendship of a black boy with a white boy is threatened but grows even stronger and teaches adults a lesson in tolerance. Recommended for 7th grade, level 3 and 4.

* I Am Third, Gale Sayers Viking Press 1970 \$6.95
Story of friendship between Brian Piccolo and Gale Sayers. This book contains many details about football, which restricts its appeal to boys. May be used as background or supplement to A Short Season or Brian's Song.

I Know Why the Caged Bird Sings, Maya Angelou Bantam 1970 \$1.25
Difficult reading, but an excellent book. Too difficult a reading level and too little interest for most 7th graders. Perhaps an appropriate book for a higher grade.

Jubilee, Margaret Walker Bantam 1966 95¢
Book is too long to hold the interest of most junior high school students.

The Learning Tree, Gordon Parks Fawcett World 1963 95¢
Some sex scenes make this book inappropriate for 7th grade.

* The Lilies of the Field, Wm. E. Barrett Popular Library 1962 50¢
Baptist Negro helps Catholic nuns. Book seems too sentimental to have much appeal to junior high. May be used as outside reading.

Little Brown Baby, Paul L. Dunbar Dodd 1940 \$3.00
Not available in paperback; recommended for library purchase.

* Malcolm X, Arnold Adoff Crowell 1970 95¢
Too juvenile a reading level; would be good for level 4 only.

* Mary Jane, Dorothy Sterling Scholastic 1972 75¢
Story of Mary Jane's experiences when she is one of two black students chosen to integrate a white southern junior high. Appeals mainly to girls. Recommended as supplementary reading; 7th grade theme.

The Moved Outers, F. C. Means Houghton Mifflin 1945 \$4.95
Not available in paperback.

Annotations for Titles Recommended for Thematic Approach, Continued

New Negro Poets, U. S. A., Langston Hughes, Ed. Indiana Univ. Press 1964 \$1.95
Not available in paperback

No Place to Be Somebody, Charles Gordone Bobbs 1969 \$2.45
Not available in paperback

* North Town, Lorenz Graham Crowell 1965 \$4.50
Not available in paperback,; highly recommended for library purchase.

Patch of Blue, Elizabeth Kota Popular Library 1961 60¢
Story of a blind white girl's relationship with a black journalist is forceful and vivid. Characterizations are excellent; however, some allusions to prostitution and one sexual scene may preclude the use of this book at the 7th grade level.

Selected Poems, Gwendolyn Brooks Harper Row 1963 \$1.65
Recommended for library purchase.

Shuttered Windows, F. C. Means Houghton Mifflin 1938 \$4.95
Not available in paperback.

The Soul Brothers and Sister Lou, Kristin Hunter Avon 1968 75¢
See 8th grade list.

** Sounder, William Armstrong Harper Row 1969 \$1.25
Story of a black family during the depression. Highly recommended. Teachers interested in teaching this book may refer to the New York Times Book Review, October 26, 1969, page 42, for some excellent insights into this book.

South Town, Lorenz Graham New American Library 1966 60¢
See 8th grade list.

Tolliver, F. C. Means Houghton Mifflin 1963 \$3.75
Not available in paperback.

Walk the World's Rim, Betty Baker Harper Row 1965 \$1.25
Reading level is somewhat low; does not fit thematic approach.

The Wife of His Youth, Charles Chestnutt Univ. of Michigan Press 1968 \$2.45
Not available in paperback.

Books from other lists applicable to 7th grade:

** Bless the Beasts and Children, Glendon Swarthout Pocket Books 1970 95¢
Group of boy campers who clustered together because they were the "rejects" decide to run away from camp to find freedom. Fantastic suspense story of highly individualistic youths banding together for a common purpose. Recommended for 7th grade (level 2) or 9th grade (levels 2 and 3)

Annotations for Titles recommended for Thematic Approach, Continued

- * Call Me Charley, Jesse Jackson Harper Row 1945 \$3.79
Young boy's athletic ability wins him a place of leadership and respect. In format, this book looks quite juvenile; however, it is a good story with appeal for 7th grade students of average or below average reading ability.
- ** The Cay, Theodore Taylor Avon 1970 75¢
An eleven-year old boy and an old West Indian Negro are cast up on a barren Caribbean island following a shipwreck. The boy's prejudice against West Indians turns to admiration through their struggle for survival. Highly recommended for 7th grade, track 2 or 3.
- ** Dark Venture, Audrey White Beyer Knopf 1968 \$5.39
Compelling story of an African boy sold into slavery by his own people. Historical accuracy combines with a forceful story to make this book highly recommended for 7th grade. Though it is not available in paperback, a few library copies would make it available to most students.
- ** The Dream Watcher, Barbara Wersba Atheneum 1968 95¢
Young high school student views himself as a total misfit and withdraws from life. His friendship with an aging actress helps him discover his true worth. An excellent choice for 7th grade, level 2 or 3.
- ** Durango Street, Frank Bonham Dell 1972 75¢
Rufus Henry, on probation for car theft, is told not to join a gang but does so anyway. What happens to his gang, the Moors, with the guidance of Alex Robbins, a social worker, makes for fast-moving and exciting reading. Recommended for 7th grade, all levels.
- Jazz Country, Nat Hentoff (on 6th grade list) Harper Row 1965 \$3.79
Sixteen-year-old white boy wants to enter the world of jazz and encounters condescension on the part of blacks. Easy reading for 7th or 9th grade, track 3 or 4.
- * Lions In the Way, Bella Rodman Follett 1966 \$3.95
The story of school integration in a small Southern town. Some characters are stereotyped, but the book is generally good. Recommended for supplemental reading, 7th grade.
- ** Martin Luther King: The Peaceful Warrior, Ed Clayton Archway 1968 60¢
Excellent biography, simply told with illustrations. Good choice for 7th or 8th grade, level 3 or 4.
- * Sophia Scrooby Preserved, Martha Bacon Dell 1968 95¢
African girl survives a multitude of vicissitudes to become rich and famous. Formal 19th century style precludes the use of this book by most level 3 and 4 students. A good supplementary book for level 2.
- * Steal Away Home, Jane Kristof Bobbs 1969 \$4.95
Two slave boys use Underground Railroad to join father living in Philadelphia. Good for Track 3 and 4, 7th grade.
- * Two Blocks Apart, Charlotte Mayerson Holt, Rinehart, Winston 1965 \$3.95
Describes the contrasting life styles of two boys who live within two blocks of one another, yet, for all practical purposes, are worlds apart.

Annotations for Titles Recommended for Thematic Approach, Continued

- * Who Wants Music On Monday?, Mary Stoltz Harper Row 1963 \$3.95
Recommended supplemental reading; will appeal mainly to girls.

Black Abolitionists, Benjamin Quarles Oxford Univ. Press 1969 \$1.95
Recommended for library purchase; could be used as background in preparation for a novel on the civil war.

The Color of Man, Robert Cohen Bantam 1968 95¢
An excellent book for social studies, but not literature. Not recommended for thematic approach, but would be good for combined English/social studies courses, such as the HC at Roxboro or Co-Ed at Monticello.

Forever Free, Dorothy Sterling Doubleday 1963 \$3.95
Story of the Emancipation Proclamation. Not available in paperback; recommended for library purchase.

The Sign in Sidney Brustein's Window, Lorraine Hansberry Random 1965 \$5.50
Questionable subject matter: homosexuality, prostitution, corrupt politics. Humor quite sophisticated for junior high level. Not recommended.

Adventures of the Negro Cowboys, Philip Durham and Everett L. Jones 1966
Adventures of black cowboy heroes and villains in America's west.
Bantam 75¢

Arthur Ashe: Tennis Champion, Louie Robinson WSP 1970 60¢
Excellent biography of this athlete. Especially suited for slower readers.

A Question of Harmony, Gretchen Sprague New American Library 1965 60¢
Jeanne, a high school senior, has a commendable degree of independence and the courage to reject shallowness and bigotry in a novel that deals with both anti-racial and anti-Semitic feelings.

Four Took Freedom, Philip Sterling Doubleday 1967 \$1.45
Easy-to-read biographies of Harriet Tubman, Frederick Douglass, Robert Smalls and Blanche Bruce, black American fighters for freedom.
Especially for 7-3's and 4's.

The Adventures of Maya the Bee, Waldemar Bonsels Avon 1922 60¢
A beautiful young bee leaves the hive to explore the world and discover the meaning of life and death. The lessons she learns and her teachings are surrounded by an interesting array of insect characters.

Sing Down the Moon by Scott O'Dell Dell 1970 95¢
In this novel the author of Island of the Blue Dolphins tells the tale of the Navahos forced to leave their canyon and the young girl, Bright Monday's hopes for her own life and the future of her people.

Narrative of the Life of Frederick Douglass: An American Slave 1960
Autobiography of the rise from slavery to freedom by this brilliant Negro leader. Dolphin 95¢

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LITERATURE

GRADE EIGHT

"If I have not read a book before,
it is, for all intents and purposes,
new to me whether it was printed
yesterday or three hundred years ago."

-- William Hazlitt --

RECOMMENDATIONS OF SELECTED ADDITIONS BY THE STAFF AND CITIZENS
REVIEW COMMITTEE TO LANGUAGE, LITERATURE, COMPOSITION -- A
THEMATIC APPROACH, GRADES 7, 8, 9 COURSE GUIDE for GRADE 8

The Summer Curriculum Writers Workshop for 1973 suggests the following, with the exception of class set recommendations appended, as recommendations, where possible assigned to Course Guide pages. See "Recommended Titles for Thematic Approach Grade 8 (Suggested by Staff and Citizens Review Committee) for annotated description. See additional titles suggested by the Summer Curriculum Writers Workshop 1973 for annotations.

These annotations include plot commentary or synopsis with recommendations for thematic use, library purchase, social studies use; or not recommended for reasons of being too mature, not applicable to eighth grade themes, more suitable for elementary or high school. In some cases reading and or track levels are indicated.

Handicapping any application of this selection of recommendations suitable for the eighth grade are many factors. For example, publishers do not reprint editions that have low market demand; publishing houses are bought and sold within each year that involve policy changes in what is or is not to be published; local distributors tend to favor certain publishers because of profit markup; many good books are not available in paperback; many times reprinting or re-issuing of paperbacks is delayed for too many months, and the most common retort for whatever reason is "Sorry, it's out of print." Despite these and other handicaps the recommended list is intended to serve as a guide to purchase what is available.

A further handicap lies in the limitation of published material available in 1973 as well as limited time to survey a limited number of paperbacks on hand as well as those noted in Readers Guide to Periodical Literature, annotated in the Book Review Index, and publishers lists for

1973. A by product of the above limitations occurs in sparse variety to no variety to no selections available for each genre of literature.

Some of the supplementary lists may be more readily at hand than the recommended choices for thematic use. If this be so, it is recommended that supplementary choices be used in lieu of recommended choices. If neither is to be had, whatever is available should be carefully read before seeking approval to have it placed on recommended or supplementary lists.

ADDITIONS RECOMMENDED TO LITERATURE LANGUAGE COMPOSITION A THEMATIC

COURSE GUIDE FOR GRADE 8

by SUMMER CURRICULUM WRITERS WORKSHOP 1973

(Additions to page 30)

I. Parents -- realizing their attributes

A. Novel

South Town by Lorenz Graham, Signet \$.60 - 1958

Boy who performs a heroic act is made to suffer for it because of white bigotry. Presents an objective view of people in rural south-some bad, some good, some bigoted, some fair. Story contains tragedy but ends on a hopeful note, making the reader want to read the sequel. Deals with many white pre-conceptions about blacks. Presents good family theme. Highly recommended for 8th grade.

B. Non-fiction

The Unfinished March by Carol Drisko
1967 Doubleday (Tracks 3 & 4)

C. Supplementary reading

1. Fiction

Two Blocks Apart by Charlotte Leon
Avon \$.60

2. Non-fiction

a. Journey Toward Freedom by Jaqueline Bernard
Dell c.60 1967 (Track 2)

b. Sophia Scrooby Preserved by Martha Bacon
Dell \$.95 1968 (Track 2)

(Additions to page 33)

II. Parents -- recognizing their limitations

A. Novel

The House At Twelve Rose Street by Mimi Brodsky
WSP \$.75 (All tracks)

B. Non-fiction

Shirley Chisholm by Brown and Miller
A dynamic portrait of the first black Congresswoman

C. Supplementary Reading

1. A Time For Tenderness by Betty Cavanna
Berkley \$.50 1962 (Tracks 3 & 4)

2. Ginny by Mary Carson
Pop-Lib. 1973 (Tracks 2 & 3)
3. Mrs. Mike by Nancy and Benedict Freedman
Berkley \$.75 1947 (Tracks 2 & 3)

(Additions to page 35)

III. Siblings -- realizing their attributes

A. Novel

1. Anchor Man by Jesse Jackson
1947 Dell \$.75 (Tracks 3 & 4)
2. Call Me Charley by Jesse Jackson
1945 Dell \$.75 (Tracks 3 & 4)

B. Non-fiction

I Always Wanted To Be Somebody by Althea Gibson
Paperback (Tracks 2,3 & 4)

C. Supplementary Reading

1. Fiction

Hold Fast To Your Dreams by Catherine Blanton
Messner 1955 (Tracks 2,3, & 4)

2. Non-fiction

- a. Arthur Ashe Tennis Champion by Louie Robinson
Paperback \$.60
- b. Harriet Tubman: Conductor On the Underground Railroad
Paperback \$.75 (Tracks 2 & 3)
- c. Story of Phyllis Wheatley Poetess of The American Revolution
Messner 1949 by Shirley Graham

(Additions to page 38)

IV. Siblings -- recognizing their limitations

A. Novel

Soul Brothers and Sister Lou by Kristin Hunter
1968 Avon \$.75 (Tracks 2,3, & 4)

B. Supplementary reading

Fiction

- a. Light A Single Candle by Beverly Butler
1962 WSP \$.60 (Track 3)

- b. The Nitty Gritty by Frank Bonham
1968 Dell \$.75 (Tracks 3 & 4)
- c. Tessie by Jesse Jackson
Dell \$.75 1968 (Track 3)
- d. Across The Tracks by Jan and Bob Young
1958 WSP \$.60 (Tracks 3 & 4)

New Adoption:

Life Styles: A Collection of Short Stories, Globe Book Company, authorized 1973-74,
is available in class sets at each junior high school.

RECOMMENDED TITLES FOR THEMATIC APPROACH

GRADE 8

(Suggested by Staff and Citizens' Review Committee)

The following have been annotated for clarification and classification purposes. Many are not suitable for the thematic approach for several reasons. Some of these reasons are language too difficult, plot too mature, cost too high, and material not applicable to the eighth grade theme of family. Many of these recommendations are excellent for library purchase and supplementary use in social studies as well as English.

All American, John R. Tunis Harcourt 1942. \$3.50. Junior High

Although this school football story is over twenty-five years old, it is still read and enjoyed because some of the problems presented by the first Negro player on a school team are still with us, even though to a lesser degree. The values stressed are the lasting ones, and the writing is clear and vivid. Recommend library purchase, unless considered outdated.

Anchor Man, Jesse Jackson 1947. Dell \$.65

By his senior year, Charley is secure with his friends and school, but the students from the "Blackberry Patch" bring prejudices, jealousies, and misunderstandings. Charley's attitude toward fair play and justice remains firm, and he rises above the problems to win the track meet, bringing honor to his school and race.

Most valuable is the portrayal of the varying attitudes of the Negro toward his problems. Recommend for thematic use.

Baseball Has Done It, Jackie Robinson Lippincott 1964 \$4.50

Good collection of stories about Negro baseball stars. It should appeal to 7,8, or 9th graders. Not in paperback, recommend for library purchase. Biography.

Basketball's Greatest Stars, Al Hirshberg Putnam 1963 \$3.96

Representative of many in the field of sports. Since most of the players are out of the field of sports now and there are better sports books, it is not recommended, unless for library purchase.

Battle Lanterns, Merritt P. Allen McKay 1949 \$3.67

This story of an ex-slave in the Revolutionary War is relatively easy reading that is recommended for the ninth grade. It seems suitable for track 3 and 4, the latter particularly. Recommend library purchase.

Black on Black, Arnold Adoff Macmillan 1968 \$1.25

The author presents some of the best literature by Negro Americans written during the last century, showing the continual rediscovery of the barrier which keeps black Americans from achieving equality in white America. Among the distinguished writers included are Frederick Douglass, W.E.B. DuBois, Walter White, Langston Hughes, Richard Wright, Gordon Parks, Ralph Ellison, James Baldwin, Dick Gregory, Bill Russell, Malcolm X, Ossie Davis, Martin Luther King Jr., LeRoi Jones, Stokeley Carmichael, and Charles V. Hamilton. Brief biographical notes have been included. Perhaps more useful in social studies.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Call Me Charley, Jesse Jackson Dell 1945 \$.75

When twelve-year-old Charles moves into a white neighborhood, he faces rejection and discrimination. His mother is ambitious for him but the indifference of his uneducated father intensifies his school problems. Tom, his white friend believes in Charley, and this supplies the strength necessary to help Charley succeed at school and find some happiness in his spare time. Recommend for use in thematic studies.

Fiddler on the Roof, Joseph Stein Pocket Books 1965 \$.95 Drama

Story of Tevye, a Russian milkman, and his daughters, all of whom fail in some way to live up to what he expects of them. Basic theme is one of tradition versus progress; the old versus the new. Very easy reading for 8th grade theme. Popular musical and record add to the appeal of this play. Recommend record that features Isaac Stern on violin and S. Topol as Tevye.

Family, Rockowitz, ed. Scholastic 1970 60¢

An anthology of stories, poems, articles, narratives, and a play dealing with the theme of family. Highly recommended for 8th grade.

Charles Richard Drew: Pioneer in Blood Research, Richard Hardwick Scribner 1967
\$4.95

Drew, a Negro born in poverty, rose to international fame in medicine and was an authority on blood preservation. His life will be a challenge to Negro youth and interesting to others. Glossary, bibliography, index. Suitable for grades 7 through 9. Recommend for library purchase.

Chronicles of Negro Protest, Bradford Chambers NAL 1968 \$.95

This is a background book for young people, documenting the history of black power. Forty-two documents relating to black protest, from early colonial documents on slavery through the turbulent 19th century, down to the 'Riot Commission' Report of 1968. Recommend for use in social studies.

The Color of Man, Robert Cohen Bantam 1972 \$.95

Photos by K. Heyman. Excellent photographs and a clear text give some insights into why people prejudge each other on the basis of color. Suitable for grades 7 through 9. In hardback. Recommend for library purchase.

That Was Then, This Is Now, S. E. Hinton Dell 1971 \$.75

Sequel to The Outsiders; deals with problems such as drug abuse in an effective way; appealing to youngsters - could fit 8th grade theme because of the relations between the main character and his adopted brother, i.e., the theme "Siblings - recognizing their limitations."

Edgar Allan, John Neufeld New American Libraries 1969 \$.60

This is a searching look at what happens when a white family decides to adopt a black child. Vivid and frank, it is written from the viewpoint of a twelve-year-old. Highly recommended for 8th grade family theme. Easy reading; will provoke much thought.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Escape to Freedom, Ruth F. Jones Random 1958 \$4.79

Adventures of two boys running a station on the "Underground Railroad". "...tells how twelve-year-old Timothy Blaine discovers that his own house in Buffalo, N.Y. is a terminal station and his father is a conductor, defying the Fugitive Slave Law to help slaves across the Niagara river into Canada. It takes Tim himself through many a dangerous mission and narrow escape from southern owners in pursuit of their property. Too mature for junior high although written for slow readers on a high school level.

Famous Negro Athletes, Arna Bontemps Apollo Editions 1970 \$1.95

Biographical sketches of Joe Louis, Sugar Ray Robinson, Jackie Robinson, Satchel Paige, Willie Mays, Jesse Owens, Wilt Chamberlain, Jim Brown, and Althea Gibson. Although the emphasis is on sports achievements, the author does give a good account of their personal lives. It was such athletes as these who helped change the image of the Negro. A popular collection. Recommend for library purchase. Reading level is junior high.

Famous Negro Music Makers, Langston Hughes Dodd 1955 \$3.55

Short biographies of seventeen outstanding Negro musicians, including James A. Bland, Dean Dixon, Bill Robinson, "Leadbelly," William Grant Still, Fisk Jubilee Singers, Bert Williams, Jelly Roll Morton, Roland Hayes, Bessie Smith, Duke Ellington, Ethel Waters, Louis Armstrong, Marian Anderson, Bennie Benjamin, Mahalia Jackson, and Lena Horne. Recommend for library purchase. Junior High reading level.

The First Book of American Negroes, Margaret B. Young Watts 1966 \$.95

A history of the Negro in the United States, with emphasis on the civil rights issues of today and the historical patterns that have led to them. The text is topically arranged by education, employment, etc.; within each section the arrangement is roughly chronological. The text has considerable lapses of syntax but on the whole is fairly well written. The sections on sports and theater are studded with names of well known contemporary figures, while the historical sections seldom give individual names; it seems odd, nevertheless, to find Jimmy Brown and Sammy Davis cited in the index, but neither Mary McLeod Bethune nor George Washington Carver. This book is not recommended for the reasons stated.

Forever Free: The Story of the Emancipation Proclamation Dorothy Sterling Doubleday 1963 \$3.95

A comprehensive, well-documented, and vivid history of slavery in the United States -- North and South--told against the background of other events. Includes lesser-known heroes as well as the famous fighters in the abolition movement and the Negro's struggle for freedom. The book closes when the Emancipation Proclamation is issued. It includes a long list of source materials and a full index, which shows quoted materials by italics. Recommend this for library purchase.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Forten, The Sailmaker, Esther M. Douty Rand 1968 \$4.95

Man who fought for the rights of his people in early days of the nation. This is the life story of a little known champion of his people's rights, James Forten, a respected and successful sailmaker of Philadelphia. The author has based her account on his activities in his own writings and on scattered references to him. Recommend for library purchase.

Ginny Mary Carson Pop. Lib. 1973 Paperback

This moving story of a white girl's terrible injuries in an auto accident. She lives to valiantly struggle and survive impossible odds with death and pain. Recommend for use in thematic readings.

Harriet and the Promised Land Jacob Lawrence Simon & Schuster 1968 \$5.95

Strong colors and simple rhymes tell the story of Harriet Tubman, the slave who led many of her people North to freedom. Recommend for elementary level.

I Have A Dream, Emma Gelders Sterne Knopf 1965 \$3.95

A stirring book which tells the story of the civil rights movement today through the biographies of nine people who have played prominent roles. Well-organized material links the separate sections together so that this is much more than a collection of biographies. Recommend for library purchase. Suitable for junior high.

Hit and Run, Duane Walter Decker Morrow 1949 \$3.50

More than a good sports story, this is about two players new to the big league, who have serious problems to face. One of them, Chip Fiske, is an undersized fielder with a vicious temper; the other is the first Negro to break into the league. The games and the behind-the-scenes life of the players are exciting and fast-moving, and the sympathetic treatment of the two men's personality problems and how they help each other adds another dimension.

Some of the incidents are similar to those faced by Jackie Robinson during his first year with the Dodgers. Recommend for library purchase. Written for junior high.

The House at Twelve Rose Street, Mimi Brodsky WSP \$.75 1966

Bobby is delighted to have a boy his own age move into the house next door---and so is his family. Unfortunately, this is not true of all the residents of the suburban community where his family lives because the Franklins are Negroes. He is attacked by a group of boys because he refuses to go along with their campaign of intimidation. The worst blow is the loss of his best friend, whose family is most opposed to integration.

The attempt to start a movement of panic selling is counteracted by good community organization. Will Franklin is finally accepted by the neighborhood boys and the Boy Scout troop. The problems are realistically handled, and it is good to have an example of a community where the adults play a leading role in helping to solve the acceptance of the first Negro family in an all-white community. Highly recommend for inclusion in thematic guide.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

I, Juan de Pareja, Elizabeth B. Trevino Farrar, Straus and Giroux 1965 \$3.95

This Newbery Award winner is the exciting story of the painter Velazquez's Negro slave. Juan's life was full of excitement. He fell in love with a slave of Rubens, but could not marry her because of his own slave status. Later Juan found that his own artistic talents were beginning to develop, but he was fearful because it was illegal for a slave to paint. After painting in secret for a long time, he finally confessed and threw himself on the mercy of the king and Velazquez. Velazquez granted him freedom, and Juan was at last able to marry and become a painter himself.

Though slavery in Spain differed from slavery in America, it still destroyed the slave's self-respect. The author shows how Juan gained dignity from the kindness of Brother Isidro, a priest who befriended him, and from the development of his own talent. As it narrates Juan's life with Velazquez, the book develops important ideas about art, especially a concept of artistic integrity. Average reading level, excellent literary quality. Recommend for library purchase. Suitable for track 2 for 7th and 8th grade.

In Their Own Words, Milton Meltzer Apollo Editions 1964-5 \$1.95 in paper or Crowell \$4.95 in hardback.

A dramatic, moving, and unique history of the American Negro in two volumes told in his own words through selections from letters, diaries, journals, autobiographies, speeches, resolutions, newspapers, and pamphlets. Each selection is introduced briefly, and the material is arranged from slavery to Emancipation and the close of the Civil War, through 1916. Some of the documents are given in full; many are abridged. Also includes a calendar of Negro history, an annotated reading list, and an index. An invaluable source book for teachers. Recommend for library purchase.

Jean Baptiste Pointe De Sable: Founder of Chicago, Messner, 1953 \$3.25

Born in the West Indies, educated in France, de Sable came to New Orleans dreaming of the freedom to trade. Eventually he set sail in his own ship, became a friend of Chief Pontiac, and built his home on the shores of Lake Michigan, becoming the first citizen of Chicago. This absorbing, detailed biography has a wide historical scope. Recommend for library purchase.

Journey Toward Freedom, photos and engravings, Jacqueline Bernard Norton 1967 Dell \$.60

This lengthy, adult-type biography is the dramatic story of Sojourner Truth, born into slavery in New York about 1797 but later an outstanding leader of her people. Recommend for use in thematic guide.

Ladder To The Sky, Abelard 1965 \$3.50 Ruth Chandler

Chip Wood's family moves to a farm so his father, whose health was endangered by close office work, can raise nursery stock. Some families are friendly and some are not, but, when disaster strikes, this Negro family learns who their friends are. Although somewhat contrived, this is a warm story of growing up and friendship values. Recommend for 8th grade tracks 3 or 4.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Langston Hughes: A Biography, 1968 Apollo \$1.95

Langston Hughes has been called the poet laureate of the Negro people. His poetic and dramatic interpretations of Negro life have revealed an unusual sensitivity for his people. Hughes lived a life of adventure with times of discouragement and success. The author of this book, a personal friend of Hughes, has included many of Hughes' poems in the text. Recommend for library purchase.

Lift Every Voice, Dorothy Sterling and Benjamin Quarles Doubleday 1965, \$2.95 Zenith \$1.45

This junior high well-told, objective, and straightforward account of the lives of Booker T. Washington, William E.B. DuBois, Mary Church Terrell, and James Weldon Johnson is recommended for thematic approach. Booker T. Washington is the best known of the four. William E.B. DuBois, a leading Negro historian, founded the NAACP. Mrs. Terrell, a graduate of Oberlin College, was the wife of the first Negro federal judge. She not only fought for the equality of the Negro but also participated in the suffragist cause and the peace movement under Jane Addams. James Weldon Johnson was a poet, teacher, lawyer, editor of the first Negro newspaper, and diplomatic counsel under Theodore Roosevelt. The authors have successfully integrated into each biography the ways in which the paths of the four crossed. Indexed.

Light a Single Candle Beverly Butler 1962 WSP \$.60

At the age of fourteen Cathy Wheeler has an unsuccessful eye operation. Her keen desire to be an artist does not make it any easier for her to accept the fact that she is blind. For the eighteen months following the operation she struggles to become a well-adjusted person, overcoming unhappy experiences at the state school for the blind, training with a guide dog, and at the local high school. The author, blind herself, writes sympathetically and realistically of Cathy and her handicap. Recommend for thematic use in track 3.

Lonesome Boy, Arna Bontemps Houghton Mifflin 1955 \$3.25

Back in print is the haunting story of Bubber and his beloved trumpet which he blows "too strong, too long." This book should find a larger and more appreciative audience now. Recommend purchase for library.

Marian Anderson: Lady from Philadelphia, Shirlee P. Newman Westminster 1966 \$3.75

A warm appreciation of the great Negro singer is projected. Recommend for library purchase.

Mary Ellis, Student Nurse, Hope Newell Harper 1958 \$3.79

The characters in this novel are interesting but still two dimensional. The plot concerns problems that are more significant than in A Cap for Mary Ellis and includes an element of romance. The style is stilted, however. Mary Ellis learns as all teenagers must, to accept more and more responsibility and to take disappointments. She learns to deal maturely with problems and to get along with white girls. Good for slow readers, track 4, basic or reluctant readers.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Mary McLeod Bethune, Catherine O. Peare Vanguard 1951 \$3.95

In this excellent biography of one of America's great women, the emphasis is on Mrs. Bethune's contribution to the improvement of education for the Negro in the South and the establishment of Bethune-Cookman College in Florida. Recommend for library purchase. Reading level for junior high.

Matthew Henson: Arctic Hero, Sheldon Ripley Houghton 1966 \$2.20

Matthew Henson was the Negro who accompanied the famous explorer, Commodore Peary, to the North Pole. This is an easy-to-read story of the expedition and Henson's part in it. To the Top of the World by Pauline Angell, also contains a biography of Henson. This is suitable for 9th grade and up. The Ripley biography is more suitable for grades 5 through 6.

Member of the Gang, Barbara Rinkoff Crown 1968 \$3.50

Allegiance to the gang is the only loyalty allowed, but Woodie Jackson slowly moves toward a better value system and learns that nothing comes easy. The urban slums loom in their effect on the characters.

Mrs. Mike, Nancy and Benedict Freedman 1947 Berkley \$.75

Sixteen-year-old Katherine O'Fallon moves from Boston to Alberta, falls in love with Sergeant Mike of the Canadian Mounted Police, and settles in a new home close to the Arctic Circle. Adjustment to rigorous life on this frontier and its hardships is the background for a story that shows the enriching and maturing effect of marriage on Kathie. Highly recommend for 8th grade, levels 2 and 3. Touching story of life in the Northwest country in the early part of this century. Much action and excitement make this romantic story appeal to boys as well as girls. Story is biographical.

Mystery of the Fat Cat, Frank Bonham 1971 Dell \$.75

Dogtown Boy's Club is threatened by the health authorities when Buddy is bitten by a rat in the swimming pool. Money is needed to keep the club open. Only the discovery of the death or continued existence of a wealthy cat whose heir is the Boys' Club offers a hope of acquiring the needed funds that can prevent a long, unbearable summer for the boys of Dogtown. The gang tackles the job with humor and realism. Apparently printed for the upper elementary school child. A junior high student could take offense by the outward appearance of the paperback. Recommend for elementary use.

The Nitty Gritty, Frank Bonham 1968 Dell \$.75

Excellent account of the adventures of a ghetto boy who invests all hard earned money in a get-rich-quick scheme proposed by his uncle. When the scheme fails, the boy is at first bitter, but learns to overcome his disillusionment. This paperback fits into the theme for the 8th grade, "Parents recognizing their limitations." It is highly recommended and has a high interest level for tracks 3 and 4.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

On City Streets, Nancy Larrick Bantam \$.75 1968'

Children from suburban and rural areas can catch a vivid glimpse of life in the city from the clear photographs and the well written poems. Children from the big city can see themselves in the poetry and photographs. Recommend for Grades 7 and 8, levels 3 or 4. Perhaps purchase of a class set might be better.

One Summer's Secret, Dola DeJong McKay 1963 \$3.00

Seventeen-year-old Laurie is spending her vacation with her father at their summer home. Her attempt to help a Negro girl, who has run away from an unhappy foster home and is hiding in an empty cottage, leads to serious complications. To her relief, her father proves very understanding and helps her with the authorities. The Negro-white relationship is honest and logical. The story has excellent characterization and a good plot line. Highly recommend for library purchase. Reading level is junior high.

The Peaceable Revolution, Betty Schecter Houghton, 1963 \$3.75

A book about nonviolent resistance. The first and shortest section discusses Thoreau and "Civil Disobedience"; the second is a biography of Gandhi, emphasizing his advocacy of peaceful resistance. The third describes the various patterns of nonviolent resistance in the United States today, including the Montgomery bus boycott, sit-ins, and freedom rides. As a history this is more suitable for social studies classes.

Pictorial History of the Negro in America, Crown 1963 \$5.95 Langston Hughes and Milton Meltzer Doubleday Paper \$1.45 Illustrated with maps

A panoramic history of the Negro in the United States. Excellent concise text and numerous old prints, engravings, woodcuts, and photographs. Recommend for library purchase.

Pioneers and Patriots: Lives of Six Negroes of the Revolutionary Era
Lavinia G. Dobler and Edgar A. Toppin Doubleday 1965 Paper \$1.45

Selected as representative of a variety of contributions to America are Peter Salem, who shot a British leader at Bunker Hill; Jean Baptiste du Sable, who chose the Chicago site for his trading post; Phillis Wheatley, the poet; Benjamin Banneker, astronomer and almanac compiler; Paul Cuffee, navigator; John Chavis, preacher and teacher. The accounts are short, dignified narratives, relating abilities and equality of early American Negroes in many walks of life, the last four requiring considerable intellectual ability. Suitable for Track 2 junior high students. Recommend for library purchase, or use in social studies.

The Promise, Knopf, 1969 \$6.95 P/Fawcett World, \$1.25

This sequel to The Chosen describes the lives of the two boys who are now men. Reuven Malter studies to be a rabbi while Danny Saunders is a clinical psychologist. "All around us everything was changing in the order of things we had fashioned for ourselves." This is a more difficult or perhaps intellectually mature novel than the extremely moving and compassionate novel The Chosen which is far more suitable for junior high students. Recommended for better readers or ninth grade.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

Queenie Peavy, Robert Burch Viking 1966 \$3.50

A very good story of the depression era, set in a rural area. Queenie, an only child whose father is in jail and whose mother works, is a rebel and a hoyden. Queenie is shocked into a reassessment of herself when her father's return brings more trouble rather than the solution to all her problems as she had expected it would. One of the most pleasant facets of the story is in the relationship between Queenie and the two younger Corry children; they look up to her and she responds with a protective affection that is based on their affection, not their status. Indeed, the Corry family, which is Negro, is both more respectable and in better financial circumstances than is Queenie's family. This is not recommended for junior high because its writing style and general format appears to be more suitable for elementary school.

The Railroad to Freedom, Hildegard Swift Harcourt 1932 \$3.95

This fictionalized life of Harriet Tubman was a forerunner of its kind. Although it is a well-written story, it remains very difficult to read because of the accurate reproduction of the dialect of the period.

Ralph J. Bunche: Fighter for Peace, J. Alvin Kugelmass Messner, 1962 \$3.25

Kugelmass introduces this biography with a discussion of the slave era and with information about Bunche's ancestry. He tells of Bunche's poverty-ridden childhood in Detroit and how, despite being orphaned and impoverished, this onetime newspaper and shoeshine boy was graduated from UCLA with honors. He began a new career that won for him perhaps the longest string of university degrees in American history and the Nobel Peace Prize.

This storylike, poetic account also tells of Bunche as a human being interested in young people and their problems. Will appeal to readers of all levels. Highly recommended for library purchase.

Rifles and War Bonnets, Marian T. Place Washburn \$3.95 1968

This is an account of the "Ninth and Tenth Cavalry of the United States Army, made of Negro soldiers with white officers, (who) campaigned from 1867-1891 in the Great Plains along the Rio Grande, in Colorado, New Mexico, Arizona, and finally the Dakotas to make these areas safe for settlers. This history is more suitable for social studies.

The Riot Report, Barbara Ritchie 1969 Viking \$4.95

This is a shortened version of the report of the National Advisory Commission on Civil Disorders. In her report, what remains is basic information on life in the ghetto, history of the Negro, the civil rights movement, causes of the riots and some of the committee's conclusions. It is of limited value for it omits much from the actual report; however, for slow readers it is more than adequate. Recommend for use in social studies for slow readers.

Sophia Scrooby Preserved, Martha Bacon 1968 Dell \$.95

In this young slave girl's "success story," Sophia is captured in Africa at six, but through all physical dangers and misfortunes her courage, intelligence, and perseverance enable her to endure. Readers will gain an understanding of slavery and 18th Century life. The African portion is reminiscent of Amos Fortune, Free Man. Formal life of the period is reflected in the writing style. Recommend for thematic use.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

The Soul Brothers and Sister Lou, Kristin Hunter, 1960, Avon \$.75 (paperback)

Good novel of the feelings of a black girl in the ghetto. Good picture of ghetto life and its problems. It is particularly well done in stressing sibling and parental limitations as well as ultimate attributes. Detail of older brother and widowed mother relationships to younger children realistic. Highly recommend for use in thematic approach.

Story of the Negro, Arna Bontemps Knopf 1958 \$3.95

A readable, dramatic and accurate history of the Negro from his beginnings in Africa up to the present day. The historical events and the long struggle for freedom are made even more dramatic by the inclusion of the lives of people, Negro and white, who have played courageous and important roles in every area of life to forward the Negro's march toward complete integration. Recommend for library purchase.

The Tall One, Gene Olson Dodd 1956 \$3.95

The tall one is a high school boy who is seven feet, one-half inch tall, a shy, easily wounded boy, who comes out for basketball, endures the jeers of the crowd and eventually leads the teams to the championship. The story is told from the viewpoint of the coach, who is more sensitive to what basketball can do for the boy---in helping him develop as a normal human being--than to what the tall one can do for the team. Recommend for library purchase.

Tear Down the Walls, Dorothy Sterling N.A. Lib. 1968 \$.95

This is a history of the American Civil Rights movement. "A deeply moving statement...The book is replete with dramatic incidents which makes it more stirring reading than either Bradford Chambers' Chronicles of Negro Protest or Robert Goldstone's The Negro Revolution, but the author's conclusions frequently lack validity; for example, her emphasis throughout on the activities of the NAACP and her relatively skimpy treatment of more militant organizations and philosophies currently active." Do not recommend.

That Dunbar Boy, Jean Gould Dodd Mead & Co. 1964 \$3.95

This is obviously written for young readers. The book emphasizes Dunbar's childhood and school life and tends to gloss over unhappier periods in his life.

The style is simple but not outstanding. The plot development is good, but the characters are all too nice for real life. Romance and overcoming prejudice are not handled effectively. The book describes Dunbar's problems in finding a job and publishing his poetry and his early death, but it ignores his marital difficulties and minimizes his problems with discrimination. Younger children and slow readers would probably enjoy this biography more than mature readers. Recommend for library purchase for junior high slow learners.

Steal Away Home by Jane Kristof (1969) - Avon, \$.75

The incredible journey of two young slave boys, Amos and Obie, who travel over 500 miles on foot and in the dark of night through the underground railroad to get to their father who is free and waiting for them in far away Philadelphia.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

They Showed the Way, Charlemae Rollins Crowell 1964 \$3.50

Each sketch is only a few pages long; the subjects are not living, so that many of the familiar names of our time are not included. Some of the subjects made minor contributions, and others are pioneers in their fields. This includes forty American Negro leaders. Recommend for library purchase.

Thurgood Marshall, Fighter for Justice, Lewis Fenderson McGraw 1969 \$4.33

This lightly fictionized biography. . . is not exceptional in quality, but will be a useful addition because it is the only biography of one of the nation's black leaders with great spirit.

Thurgood Marshall steadily worked his way through college and law school and became an eminent jurist. His story should interest and inspire young people, both black and white, and the simplicity of the writing will appeal to reluctant readers.

A Time for Tenderness, Betty Cavanna Berkley \$.50 1962

Although the major portion of this teenage novel takes place in Brazil, we have included it on this list because it explores with honesty a "typical" American family's reaction to the lack of color prejudice in that country. Father, raised in New York, is accepting; Mother, a Southerner, is quite appalled, especially for the children; Tobey, the younger child, is without prejudice and manages to retain his integrity with a great deal of courage; and sixteen-year-old Peggy thinks she can see both sides. She is dismayed, however, when she learns that the aristocratic Carlos, with whom she has fallen in love, has a Negro grandmother. It is his family's social caste system which eventually keeps them apart. Recommend for thematic use.

Time of Trial, Time of Hope: The Negro in America 1919-1941, Doubleday \$1.45

A clear and objective account, beginning with the return of the Negro soldier from World War I and ending with the threat of a march on Washington. The march was prevented by the establishment of the first Fair Employment Practices Commission, for which A. Phillip Randolph fought. There are few books which deal with this period in the Negroes' struggle for economic survival and against court injustices and lynching. Suitable for social studies.

Tessie, Jesse Jackson 1968 Dell \$.75

The vivid characterization of Tessie helps the reader to identify readily with the conflicts and confusions of a vulnerable teenage girl attempting to reconcile her world of white friends at the exclusive Hobbe private school with her home and friends in Harlem. Recommend for supplementary thematic use for track 3. More suitable for girls.

Tituba of Salem Village, Ann Petry Crowell 1964 \$3.75

The slave Tituba, who was brought to Salem from her home in Barbados, has appeared before in literature--in Arthur Miller's Crucible and Marion Starkey's Devil in Massachusetts. In Ann Petry's fictionalized biography, she is presented with great simplicity and beauty of spirit against a background of hysteria, suspicion, bigotry and hatred. The author has achieved a gripping suspense and wonderful character portrait in spite of her controlled, understated style. In spite of her master's cruelty, Tituba retains her competence, serenity, and dignity, even through the cruel witchcraft trial. Recommend for thematic use.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 8

To Be A Slave, Julius Lester 1968 Dell \$.75

A historical sequence of statements, many taken from ex-slaves during the 1930's by the Federal Writers' Project, forms a documentary showing how house servants, accepting their slave owners' point of view, sabotaged the attempts of field workers to escape slavery. Recommend for social studies.

Together in America: The Story of Two Races and One Nation, 1965
Apollo Editions \$1.95

Although far from comprehensive, this is an adequate history of the Negro people in the United States from the days of the slave trade to the passage of the Civil Rights law. Unfortunately, the text skips in continuity from 1909 to 1963. The writing style is excellent; the bibliography is not up-to-date; an index is appended. Recommend for library purchase.

Two Blocks Apart, Charlotte Leon Mayerson P/Avon \$.60

Juan Gonzalez and Peter Quinn, both seventeen, live two blocks apart in New York City. Their lives are very different but their aspirations are surprisingly similar. The book is a compilation of edited tapes but because of the selected details it seems more fiction than fact. The book delineates the problems of relating to family and peers in both worlds. Recommend for thematic use.

The Unfinished March, Carol Drisko Doubleday 1967 \$1.45 Civil War and World War I

This easily read, factual, and sympathetic account...will be especially useful with students and adults of limited reading ability. "A splendid short history of Reconstruction, certainly one of the most terrifying periods of overt racism in our history. Here too are brief portraits of giants in the Negro's struggle. In addition, there are sketches of Negro cowboys in the West." Recommend for thematic use for tracks 3 and 4.

Venture for Freedom, Ruby Zagoren World 1969 \$4.50

Zagoren expands on a short autobiography dictated in 1798 by an elderly ex-slave hand called "A Narrative of the Life and Adventures of Venture, A Native of Africa," born the son of an African tribal chief, kidnapped by black slave traders when he was seven, Venture yearns, schemes, and works for freedom throughout the thirty years he spends as a slave in colonial New England. Recommend library purchase.

Whispering Willows, Elizabeth H. Friermoon Doubleday \$3.95

Although somewhat slow in pace, this is a fine period story of an orphaned girl who lives with her uncle, caretaker of a cemetery, in a small Indiana town in 1910. Tess is a tall girl who feels awkward and inadequate; she sees herself as an outsider. Her best friend is a Negro girl, and she feels almost a member of this warm loving, and believable family. The position of the Washington family in a small town of the period is honestly drawn. Recommend for thematic use, if in paperback; otherwise library purchase.

RECOMMENDED TITLES FOR THEMATIC APPROACH GRADE 3

Who Wants Music on Monday. Mary Stolz Harper 1963 \$3.95

A moving and intelligent book, perceptive in its analysis of family relationships, candid in its appraisal of race relations, true in its characterization and dialogue. Cass, an intelligent and fiercely honest girl of fourteen, is baffled by her older sister, Lotta, a flirt. Mother is vaguely unhappy, vaguely bothered by Cassie's "oddness" and totally lacking in understanding of Vincent, the oldest, who is away at college.

Vincent's life at college is tied to the book only by back references and reactions to letters; he lives with an English boy and a southern Negro, and the three roommates are candid and compatible. The college year ends with an afternoon by the river; Vincent, David, and Vincent's love. David is bitter about the "inexorable penalty he would pay for that color all his life." But David, too, is young and in love; like the others, he has an unquenchable optimism. Recommend for thematic use, if in paperback, otherwise library purchase.

Whose Town?, Lorenz Graham Crowell 1969 \$4.50

David Williams, a black high school student living in North Town, inadvertently gets into trouble involving some whites. The incident ends in the shooting of one of his friends. Recommend library purchase.

Worth Fighting For: A History of the Negro in the United States, during the Civil War and Reconstruction. Zenith \$1.45

One of a series about minority groups in the United States. The writing style is very staid, the material dramatic and useful--despite the approach--as a background for understanding the problems of today.

A Different Drummer, William Kelley Anchor 1962 \$1.45

The author, a young New York Negro, sets the stage in a mythical state bounded by Alabama, Tennessee, Mississippi, and the Gulf of Mexico for his first novel...One lone Negro, Tucker Caliban, decides to listen to what Thoreau... called a "different drummer" to heed the voice of his conscience, and refuse to participate in a society based upon equality. Mr. Kelley has put an effective prose style at the service of an aroused social conscience.

Although Mr. Kelley is a novice novelist, he has hit on an unbeatable idea and couldn't have worked it out more smartly. But this is infinitely more than smart, it is as timely as today's page one. It is radical and idealistic, and wonderfully fresh--people, action, thought, love, brutality, and hate all in the right proportions.

Across the Tracks, Jan and Bob Young WSP 1958 \$.60

A Mexican-American comes to grips with her own identity as she helps to achieve better understanding between Mexican and "Anglo" students as well as her own heritage.

Don't Play Dead Before You Have To, Maia Wojciechowska Dell 1970 \$.75

Narrative of the thoughts of a young boy through his 14-18th years, describing his feelings about life, the world, his country and his family. The book centers around Byron's relationship with a five-year-old child and his efforts to teach him as they both grow. Excellent family theme.

Jenny Kimura, Betty Cavanna Morrow 1964 \$4.75

Sensitive story of young girl of Japanese-American parentage coming to live with her very American grandmother.

I Always Wanted To Be Somebody, Althea Gibson Har-Row 1970 \$.75

Black ghetto girl rises from squalor to become tennis champion and famous athlete.

Hold Fast To Your Dreams, Catherine Blanton WSP 1955 \$.60

This is a story of a black girl who wanted to become a ballet dancer.

A Treasury of American Folklore, Benjamin A. Botkin, Ed. Crown 1944 \$5.95

A good collection of American literary life lines. Material in this large volume is grouped under the headings: Heroes and Boasters; Boosters and Knockers; Jesters; Liars; Folk Tales and Legends; Songs and Rhymes, with a number of subheads under each so as to include all kinds and varieties of folk tales.

Mindscapes, Richard Peck, Ed. Dell 1971 \$.75

This collection of 86 mostly modern poems is intended according to the editor's introduction, to emphasize communication of encounters with a real, hectic, unpretty, and recognizable world. Grade nine and up suggested.

Jesse Owens Story, Jesse Owens and Paul G. Neimark Putnam 1970 \$3.49

This is a first-person account of Owens' life, from a sharecropper farm in Alabama and the slums of Cleveland to a position as Ambassador of Sport for President Eisenhower. Between these times he became one of the greatest sprinters ever to compete in national and Olympic events. Grades five to eight.

American Negro Folklore, J. Mason Brewer Quadrangle 1968 \$12.50

This "anthology is divided into ten parts: 'Tales,' 'The Negro's Religion,' 'Songs,' 'Personal Experiences,' 'Superstitions,' 'Proverbs,' 'Rhymes,' 'Riddles,' 'Names,' 'Children's Rhymes and Pastimes.'" It is a first-rate one-volume compilation of some superb story-telling and biographical memories.

The Rock Revolution, Arnold Shaw Paperback Library 1971 \$.95

The author writes about the development of rock music from its beginnings in the 50's until the present time. He discusses Elvis Presley, Bob Dylan, the Beatles, electronic rock, psychedelic rock, and soul. He also mentions the relation of rock music to the social environment of the day. Age thirteen and up.

North Winds Blow Free, Elizabeth Howard Morrow 1949 \$1.50

A novel for older girls. It is the story of a Michigan farm family in the 1850's. Seventeen-year-old Elspeth is the heroine of this story of a Canadian settlement for escaped slaves, where the family went to help in the work. Recommended for older boys and girls.

The Street Kids, Herbert Danska Knopf 1970 \$4.99

Amidst the noise, fumes and soot of New York's 22nd Street, a 75-year-old janitor and an 86-year-old bent, weathered and black man form an alliance with some cocky, street-shrewd kids. Exciting reading for the not too able reader.

William C. Handy, Father of Blues, Elizabeth Montgomery Garrard 1968 \$3.50

An easy reading biography of William C. Handy, telling of his father's lack of interest in William's playing the trumpet. Despite this, William saves his money, buys the trumpet and becomes one of the greatest trumpet players of all time.

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LITERATURE

GRADE NINE

"What our children need more than a
good critic is a good model."

-- Anon --

GRADE 9
RECOMMENDED TITLES FOR THEMATIC APPROACH

The following books are recommended for Grade 9 additions to the Thematic Literature list. Hopefully, one title will be included as each genre or type is considered. It cannot be stressed too strongly that any teacher when choosing one of these new titles, should read it thoroughly and be sure it suits the interest and maturity level of the particular class or student for whom the book is recommended. In addition, there are many excellent collections of poems and short stories which reflect the minority group and particularly black experience in America which teachers should use to make selections appropriate to their classwork.

	Unit	Level
<u>Black Like Me</u> by John H. Griffin New American Library 95¢ 1961 A white journalist colors his skin and visits the South to experience life as a black man.	III A Novel	2,3
<u>The Outnumbered</u> by Charlotte Brooks Dell 60¢ 1969 An excellent anthology of short stories, essays and poems about minority groups in America and including such authors as Bernard Malamud, Langston Hughes and John Steinbeck. Highly recommended for 9th graders on all levels.	IV Short Stories	2,3,4
<u>Three Negro Classics</u> Avon \$1.25 1965 1. <u>Up From Slavery</u> by Booker T. Washington 2. <u>Souls of Black Folk</u> by W.E.B. DuBois 3. <u>Autobiography of an EX-Colored Man</u> by J.W. Johnson This compilation by three black men shows the life and culture of the black American in varied and interesting literary style. It also points out the differences in approach to the question of what blacks should do to obtain equal rights.	IV B	2,3
<u>Unbought and Unbossed</u> by Shirley Chisholm Avon 95¢ 1970 Interesting, clearly written autobiography and assessment of her role by the first black Congresswoman in U.S. history.	IV B	2,3,4
<u>And Then We Heard The Thunder</u> by John Killens Paperback Lib. 1963 Story of black man in the army in World War II. Good plot and characters, but some harsh language.	I C	2,3,4
<u>The Invisible Man</u> by Ralph Ellison Modern Library \$2.95 1952 Excellent book dealing with the role of the black man in America. Recommended for mature ninth graders only as literary style and length of book may prove difficult for some.	IV A	2
<u>In White America</u> by Martin Duberman The American Library 75¢ 1964 Excellent literary and historical document by blacks from the colonial to the present day. Teachers may prefer to teach selections from the book rather than the whole thing.	IV B	2,3
<u>Souls of Black Folk</u> by W.E.B. DuBois Washington Square Press 95¢ Beautiful look at the culture and ideas of black Americans. Non-fiction. Sensitive, expressive writing style. 1969	IV B	2,3
<u>Black Heroes in Our Nation's History</u> by Phillip J. Drotning Washington Square Press Tales of the black men and women who helped to build our country from the explorer to the present. 1969	III A	2,3

	<u>Unit</u>	<u>Level</u>
<u>The Promise</u> by Chaim Potok Crest \$1.25 1970		
This sequel to <u>The Chosen</u> tells the lives of the two boys turned men in a changing world. Interested teachers and students may find Potok's third book <u>My Name is Asher Lev</u> interesting as well.	IV A	2
<u>In Dubious Battle</u> by John Steinbeck Viking \$1.75 1936		
This Steinbeck predecessor to <u>Grapes of Wrath</u> explores the poverty during the depression of western fruit pickers and the society that made them and used them. Beautifully written.	II A Suppl. Fiction	2,3
<u>Raisin in the Sun</u> by Lorraine Hansberry Signet 75¢ 1961		
This play tells the story of a family trying to find its place in modern day changing society. It is the struggle for identity in a world where blacks aren't supposed to have anything that makes and breaks the main characters, especially the main son, trying to be a man in the world and for his family. The movie starring Sidney Poitier is also excellent.	II Drama	2,3,4
<u>The Hobbit</u> by J.R. Tolkien Ballantine 95¢ 1969		
A refreshingly adventurous and original tale. . . There is sound learning behind <u>The Hobbit</u> , while a rich vein of humor connects this little being, described as smaller than a dwarf, with the strange beings of the ancient world and the world we live in today.		
The background of the story is full of authentic bits of mythology and magic and the book has the rare quality of style. It is written with a quiet humor and the logical detail in which children take delight. Nine- and ten-year-olds who discovered the book in the English edition have greeted it with keen enthusiasm, but this is a book with no age limits. All those, young or old, who love a finely imagined story, beautifully told, will take <u>The Hobbit</u> to their heart.		
<u>The House of Dies Drear</u> by Virginia Hamilton Collier 95¢ 1968		
Exciting mystery concerning a house that was a stop on the Underground Railroad.	III Suppl. Fic.	2,3,4
<u>To Sir With Love</u> by E.R. Braithwaite Pyramid Books 75¢ 1960		
The true story of the struggles of a black teacher in an all-white slum school in London.	I A	2,3,4
<u>Death at an Early Age</u> by Jonathan Kozol Bantam \$1.25 1967		
Shocking and powerful personal story by a young teacher of life in an American ghetto school. May be too long for some ninth graders, but many will find it fascinating and highly relevant to their own educations.	I A	2,3
<u>Freedom Road</u> by Howard Fast Bantam 75¢ 1969		
The story of Gideon Jackson, an ex-slave with a dream to form a community of blacks and whites on a lush, deserted plantation. Foreword by W.E.B DuBois.	I A	2,3,4
<u>When The Legends Die</u> by Hal Borland Bantam 75¢ 1963		
A young Indian boy battles for survival in the wilderness and then at the rodeo, having vowed never to return to the white man's world and its alien laws that had condemned his father. Beautiful story, powerfully written, of the clash between the traditional tribal ways and the ways of white American society.	I C or IV A	

	Unit	Level
<u>We Too Belong: An Anthology About Minorities in America</u> Bantam 60¢	IV	2,3,4
An anthology of plays, poems, short stories and essays about minorities in America for junior high students. Among the authors included are Paul Dunbar, Countee Cullen, Chief Joseph and Jack London.		
<u>The Pigman</u> by Paul Zindell Dell 60¢		
Beautiful story of a young boy and girl's relationship with a lonely old man and what they learn about life, death and themselves. Fits the 9th grade theme of man finding his role in society and man's search for satisfying relationships with other men perfectly.	IV A	3,4
<u>Chariots of the Gods?</u> by Erich Von Danniken Bantam 95¢	III A	2,3
This is the book on which the TV show "In Search of Ancient Astronauts" (shown in the Fall of 1972) was based. It is a startling, fascinating, mind-expanding look at our civilization, its possible roots and our future. Non-fiction. Somewhat scientific.		
<u>Growing Up Black</u> ed. by Jay David Globe \$2.45		
This is an anthology of autobiographical childhood experiences of many famous black Americans.		
IT IS RECOMMENDED THAT CLASS SETS BE PURCHASED FOR EACH SCHOOL.		
<u>Daybreak 2250 A.D.</u> by Andre Norton (available in paperback from Klein News)		
Fors, the mutant, sets out to discover the Forbidden Lands as the earth regenerates new societies after an atomic war. Well-written interesting science fiction. Promotes thought on our future as a human race.	III B	2,3,4
<u>The Martian Chronicles</u> by Ray Bradbury (available in paperback from Klein News)		
Earthman's desire to begin a new society takes him to Mars where Bradbury's insights into human nature and imagination, society, or and cosmic interrelationships transport and fascinate the mind of the reader.	III A IV A Suppl. Fiction	2,3,4
<u>Run Softly, Go Fast</u> by Barbara Wersba Bantam 95¢		
The sensitive journal of a young man's feelings about his father's death, his best friend's death and the direction of his own life. Drugs, sex, "hippie" life in The Village, religion and family relationships play an important role in Davy's life and are presented in a way that young people will be able to relate to. Seems very realistic and believable.	IV A Suppl. Fiction	2,3
<u>The Heart is a Lonely Hunter</u> by Carson McCullers Bantam 95¢		
Novel of pre-World War II South that shows the place of the black man in America before the Civil Rights movement while exploring man's search for love and a place in the world.	IV A Suppl. Fiction	2,3
<u>My Sweet Charlie</u> by David Westheimer Signet 95¢		
Beautiful story of poor Southern white girl and a Northern black lawyer, both fugitives from the law hiding out in the same house. (Chapter 17 might be objectionable to some teachers and students. Teacher should preview book for appropriateness.) For Mature 9th graders.	IV A Suppl. Fiction	2,3,4
<u>To the Top of the World</u> by Pauline K. Angell \$.60 (paperback)		
This biography of explorers Robert E. Peary and Matthew Henson, a Negro, gives an account of the 28 years that Peary and Henson devoted to reaching the North Pole. The author establishes that Henson was an indispensable assistant in the scientific aspects of the expedition rather than merely a body servant. Exciting and informative, this is recommended for thematic use.		

TITLES RECOMMENDED FOR LIBRARY PURCHASE

There are many excellent novels, anthologies, biographies etc. dealing with the black experience that are not in paperback. The following are a few of these that have been suggested by the Citizens Review Committee and staff members that would be appropriate resource and pleasure books for junior high libraries. Annotations indicate especially excellent novels.

American Negro Poetry by Arna Bontemps Hill & Wang \$1.95 1963

American Negro Short Stories ed. by John Clark Hill & Wang \$2.45 1966

Chariot in the Sky: A Story of the Jubilee Singers by Arna Bontemps
Holt, Rinehart, Winston \$5.59 1951

Pastures of the Blue Crane by Hesba Fay Brinsmead Coward \$3.95 1966

The central character, a 16 year old girl, discovers her grandfather, the value of her own mixed heritage and her own personal worth against an Australian background.

Anthology of the American Negro in the Theatre United Publishers \$13.95 1970

The Best Short Stories by Negro Writers ed. Langston Hughes Little \$2.95 1967

Bronzeville Boys and Girls by Gwendolyn Brooks Hale \$2.95 1956
Excellent poetry anthology.

The Dream Keeper by Langston Hughes Knopf \$4.19 1932

The Planet of Junior Brown by Virginia Hamilton Macmillan \$4.95 1971

This award-winning novel by the author of The House of Dies Drear describes the relationship and lives of two young black boys who are cutting school and hiding in the basement learning astronomy and math from a compassionate janitor. Evening brings a split with wealthy Junior going home to practice a soundless piano and take care of his sick mother and Buddy's street life as the "Tomorrow Billy" or head of a group of homeless boys in a cellar called a planet. This uniqueness of plot, character and writing style will captivate minds and imaginations.

Once this book is published in paperback, it is recommended highly for inclusion in the Thematic Approach for Grade 9.

CLEVELAND HEIGHTS-UNIVERSITY HEIGHTS CITY SCHOOL DISTRICT

PURPOSES, GOALS AND BEHAVIORAL OBJECTIVES

LANGUAGE ARTS - K-12

(Revised March 6, 1970)

1. Purposes of language study:

- a. To teach a child to communicate oral and written language
- b. To teach a child to understand oral and written language
- c. To teach a child to evaluate language habits

2. Goals of language study:

- a. To foster continual growth in communication, understanding and evaluation of language
- b. To provide climate conducive to development of skills in communication, understanding and evaluation
- c. To instill the self-motivation to enable the child to expand his language abilities

3. Behavioral Objectives. The learner should be able:

Grades K-6

- a. To identify and construct complete thoughts
- b. To identify ideas in logical sequence
- c. To describe familiar experiences
- d. To articulate clearly and understandably
- e. To discern grade level vocabulary and concepts
- f. To describe listening skills
- g. To explain discussion skills
- h. To differentiate between fact and opinion
- i. To organize continuity of thought through unity and coherence
- j. To clarify phraseology through punctuation
- k. To identify parts of speech
- l. To analyze sentences as to structure and type
- m. To identify and apply study skills
- n. To identify and write basic forms of composition
- o. To identify and construct various sentence patterns
- p. To identify and construct paragraphs with clear organization of ideas

Grade 7

- a. To demonstrate entry level requirements based on K-6 objectives
- b. To identify a point or topic for paragraph development
- c. To interpret available information for writing a paragraph
- d. To determine a point of view for paragraph development
- e. To consistently maintain this point of view
- f. To record ideas in logical order
- g. To distinguish between general information and specific detail
- h. To restrict a paragraph to one main idea
- i. To support a general statement with specific evidence
- j. To analyze and contrast friendly letters and business letters
- k. To write friendly and business letters
- l. To construct narrative paragraphs including writing and punctuating dialogue
- m. To identify and record basic sentence patterns
- n. To distinguish levels of usage in formal and informal writing

PURPOSES, GOALS AND BEHAVIORAL OBJECTIVES - LANGUAGE ARTS, K-12

Grade 7 (continued)

- p. To explain levels of English language usage
- q. To define sincerity, naturalness, and good taste in language usage
- r. To compose paragraphs eliminating unnecessary shifts in subject, tense, voice, person, or number

Grade 8

- a. To demonstrate entry level requirements based on grade 7 objectives
- b. To list descriptive terms according to five senses
- c. To write descriptive paragraphs
- d. To evaluate descriptive words, phrases, and figures of speech
- e. To record sensory impressions in a descriptive paragraph
- f. To create sentence variety through use of compound and complex sentence patterns
 - 1) To identify and write subordinate and coordinate ideas
 - 2) To identify and write parallel constructions in coordination
 - 3) To punctuate compound and complex sentences
- g. To create sentence variety through use of single word and phrase modifiers
- h. To construct friendly letters for specific purposes (e.g. thank you notes, sympathy notes)
- i. To analyze and evaluate writing on the basis of variety in sentence patterns

Grade 9

- a. To demonstrate entry level requirements based on grade 8 objectives
- b. To vary sentence structure according to models studied
- c. To create a paragraph as the rounded development of an idea
- d. To relate ideas with coherence and unity
- e. To analyze and write paragraphs showing transition from one paragraph to another
- f. To analyze and write expository paragraphs
- g. To select salient ideas in preparing summaries of longer works

Grade 10

- a. To demonstrate entry level requirements based on grade 9 objectives
- b. To analyze and write paragraphs showing transition with emphasis on allusion, repetition, and synonym
- c. To write paragraphs with emphasis on rhetorical principles of definition, particulars and details, example, comparison and contrast, and cause and effect
- d. To write compositions about man, nature, God, or society based on literature studied
- e. To explain style, type, period, or theme in literary selections studied
- f. To create individual, lucid, coherent writing style
- g. To interpret and employ pertinent figures of speech
- h. To explain clearly word connotation, etymology, phonology, and dialect
- i. To write internally consistent sentences illustrating parallel structure

Grade 11

- a. To demonstrate entry level requirements based on grade 10 objectives
- b. To write compositions employing process analysis and classification and division
- c. To employ clarity, simplicity, and directness in sentence structure
- d. To write letters of application (business and school), invitation, acceptance, and regret

PURPOSES, GOALS AND BEHAVIORAL OBJECTIVES - LANGUAGE ARTS, K-12

Grade 11 (continued)

- e. To avoid trite expressions and ornate language
- f. To interpret apothegms, axioms, and maxims orally and in writing
- g. To explain the classical rhetorical principles of invention (content), disposition (organization), exposition (style), memory (remembering, not memorizing), and pronunciation (delivery) in oral and written composition
- h. To construct topical outlines to strengthen organization of oral expression
- i. To contrast abstract and concrete language
- j. To employ exactness, precision, and completeness of thought and expression
- k. To contrast oral and written expression
- l. To define the linguist's terms: pitch, stress, and juncture
- m. To describe and employ research techniques considering both primary and secondary sources

Grade 12

- a. To demonstrate entry level requirements based on grade 11 objectives
- b. To write compositions employing induction, deduction, and analogy
- c. To distinguish logical argument from persuasion in speaking or writing
- d. To describe legitimate use of emotional appeal in writing or speaking
- e. To contrast the weight of opinion versus fact in speaking or writing
- f. To compare implication and inference with explicit detail in writing or speaking
- g. To write literary criticism and informal essays with accuracy and perception
- h. To describe historical change in dialect, vocabulary, usage, and syntax
- i. To evaluate the importance of semantics in writing: avoiding allness terms, the is of identify, either/or statements, implication and inference, and connotation and denotation
- j. To construct figures of speech: similes, metaphors, personification, and to distinguish between literal and metaphorical usage
- k. To create a paragraph with stylistic interest and vigor, ordering ideas clearly and to a specific end

- Linguistic Study, K-12 Task Force Committee -

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LANGUAGE

GRADES SEVEN AND EIGHT

Enjoying English, Linguistics Edition

Random House

(1970)

"Writing alone is not enough. Pupils must be taught HOW to write. With each assignment in writing, some process should be explored, discussed, defined, explained, implemented, and reviewed. Establish a goal with every writing assignment. Make an attempt to realize that goal with the majority of pupils."

-- Richard Corbin --
Hunter College
High School

THEMATIC APPROACH TO LITERATURE, LANGUAGE AND COMPOSITION

Linguistics

I. Rationale

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Before discussing a rationale for linguistics, it is in order to present a definition of the word linguistics.

The term linguistics, or general linguistics is an inclusive label which applies to many types of language study, history of language, comparison of semantics (development of changes and meanings), and many others.¹

Linguistics places a powerful leveler, an equalizer of the objective, truth-seeking mind, of perspective, particularly the perspective of the kinds of English language, i.e., formal, informal, colloquial, and vulgate, in the hands of students.

For example, if the correct sentence Ontogeny recapitulates phylogeny were stated, most of us would boggle over comprehension. This correct English sentence becomes bad if it is not comprehended. Conversely I don't want no more medicine may not be correct English because of the double negative; it is good English for the immediate comprehension. These represent only a few of the many ways of realizing that language is more than correctness of grammar; it involves usage of social acceptability for the particular environment in which it is to be used.

As we wear different costumes for specific occasions, our need to realize and accept differing levels of English usage is important. The study of linguistics with grammar supports this concept. This is a drastic change from past traditions of attempting to maintain formal English as de rigueur for all occasions. Contemporary teachers of English realize through linguistics the inevitable force of the great leveler of environmental influences: informal English, colloquial English and vulgate English.

¹William W. West, "Linguistics As An Aid to Composition," Literature Language Composition. A Thematic Approach Grades 7, 8, 9 Course Guide, Cleve. Hts.: Cleveland Heights-University Heights City School District, 1966, p. 237.

These are some of the changers and inventors of English language. Infrequent forays are made by culture, science, world affairs, pirating, coining new words, and language change. These invade informal as well as formal levels of English to eventually become tolerated; finally a firm part of the English language.

Linguistics further strengthens the students' awareness of the vast differences between the spoken word and the written word. The bulk of our communication is oral communication which is generally loose, flexible, adaptive, and changeable. The opposite is generally true of the written word which tends to be stable and more open to critical improvement or correction to that of standard formal English. Traditionally schools have de-emphasized the spoken word for that of the written word. Like a portrait photograph, unchanging, the written word reveals flaws, a negative approach. Some emphasis on the oral influences and language change is a positive approach.

Perspectives of the author's period in time, perspectives of the author's writing in time may be aroused through awareness of sentences, patterns, word choice, spellings and changes in meaning. These perspectives may be compared or contrasted with colloquial and with regional usage and pronunciation through literature. This indicates that a living language is fluidic or in a state of continuous evolutionary linguistic change.

Treasure Island, for example, offers eighteenth, nineteenth and twentieth century linguistic interpretation. The dialogue and elements of literature in the narrative allude or refer to things and ideas of the eighteenth century. In the prose style of Robert Louis Stevenson, words and sentence patterns would indicate nineteenth century usage. Attempts to compare a twentieth century style of writing with either both of the above eighteenth or nineteenth century elements might further student awareness of linguistic analysis of language change.

"Language like nations, can be transformed by events."² This can be amended to indicate other pressures such as advertising, colloquialisms, television, music, art, schools, newspapers, magazines, and other communication media. These pressures can be generalized as forces of multi-media.

A linguistically oriented text helps the youth of this decade of the seventies face a problem of accepting and dealing with three kinds of grammar or syntax as they move up the educational ladder either within one

²Wolfe, D., Hamilton L, Doherty, e., Enjoying English 7 Linguistics Edition, New York: Random House, 1970, p. 2

school system or several school systems, including college. The traditional grammar of the past and recent decades is still around, and elements of it shall probably remain. However, linguistic science has proven that its Latin roots were based on a static or non-living language. This static language of Latin made it relatively, albeit awkwardly, easy for scholars of the eighteenth century to transfer fixed rules of Latin grammar onto the living language of English. Over the past decades scholars, particularly in the last four decades, have evolved two new kinds of grammar to make living English more meaningful and workable as a tool of communication.

The first of these, structural linguistics, developed by Dr. Charles Fries, based primarily on sound or vocal word patterns, gained prominence in the 1940's. The second, generative transformational grammar, expounded largely by Dr. Noam Chomsky, that grammar functions on a finite set of kernel sentences that may generate or transform into more complicated or equally simpler forms, shook the scholarly world of grammar in the late 1950's.

Today grammar texts are rapidly, eclectically adapting and adopting the best of the three forms. A study on the student's part of the history of language enables him to accept and apply the best of these three forms of grammar: traditional, structural, and transformational.

The greatest value of the study of language as a history is to make the student sharply aware of the stabilizing forces in language as well. Some of these forces of change as transient living, technology, radical social advances, and eroding time are readily observed and some are not. Some of the stabilizing factors as printing, dictionaries and spelling reform³ are observable and some are not--such as local custom, home environment, and communication media.

Idealistically one scholar states:

Language is man's first and greatest invention. It is, indeed, the very mark of humanity for man is human only by virtue of human communications systems, of which language and the communication processes clustered about it is then in a very real sense to understand the essence of our humanity.⁴

Another confuser, changer, and problem in language is variation. "Unless we are linguistically sophisticated, we are probably less likely to notice differences in grammar among speakers of American English, or if we do notice them we may call them errors."⁵ The understanding and

³loc. cit.

⁴Hungerford, H. Robinson, J. and Sledd, J., English Linguistics, New York: Scott, Foresman & Co., 1970, p. 82

⁵loc. cit.

realization of this concept of variation is oil on the heaving ocean of inevitable language change that is relatively as constant as the waves rolling in on a beach.

Purportedly dictionaries were and are great stabilizers. A few years ago, the great colossus of dictionary publishers, the Merriam G. Webster Publishing Company, issued its radically revised third edition. This wholly linguistically and change oriented edition that focused acceptability upon kinds of levels of English, caused horrendous furor in the staid academic circles, doubly so because Merriam G. Webster dictionaries were the leaders of scholarly respectability. The sudden embrace of change and variables in grammar was too much for the reactionary scholars, conventional purists, seeking stability that never existed but for extinct languages.

The foregoing paragraphs represent but a few of the endless problems abounding in the science of language, namely linguistics. This view of truth seeking in language mechanics and usage enables beginning students to accept stability and growth in change itself. Though change can at times be as disconcerting as the weather and equally quixotic, like language and linguistics, we view and accept our televised weather reports, scientifically, graphically, visually presented with objective admixture of dismay, hope and calm.

Further proof of the important of linguistics is in the following:

Everyone knows that language is variable. Two individuals of the same generation and locality, speaking precisely the same dialect and moving in the same social circles, are never absolutely at one in their speech habits. A minute investigation of the speech of each individual would reveal countless differences of detail in choice of words, in sentence structure, in the relative frequency with which particular forms or combinations of words are used, in the pronunciation of particular vowels and consonants and of combinations of vowels and consonants, in all those features, such as (pitch, volume) speed, stress, and tone, that give life to spoken language.⁶

"Over forty years ago, Edward Sapir introduced a valuable new concept into linguistics. 'Language,' he wrote, 'moves down time in a current of its own making. It has a drift...Nothing is perfectly static. Every word, every grammatical element, every locution, every sound and accent is a slowly changing configuration, molded by the invisible and impersonal drift that is the life of language.' Of all linguistic elements caught up in this drift, meaning (semantics) is probably least resistant to change."⁷

⁶Ibid., p. 321.

⁷Ibid., p. 457.

Communication is the prime function or ultimate goal of language arts, hence, semantics or the meaning of meaning in language as opposed to body movement as an example of another form of nonverbal communication, is important to consider. Causes of change in meaning or semantics are linguistic, historical, social, psychological, foreign, and scientific or technological progress. These are major causes of semantic change. The study of linguistics, therefore, enhances a student's ability to understand not only causes of change but to accept readily changes in meaning and to appreciate the inexorable fact that change is inevitable.⁸

Additional explanation of linguistics and the newer grammars is as follows:

Structural linguistics and transformational (or generative) grammar. To define parts of speech the former relies heavily on the location of elements within the sentence pattern. The latter proceeds from the assumption that grammar is a device for producing, or generating, sentences from irreducible 'kernel' sentences....Both new systems credit the young child with an intuitive knowledge of the grammar of his language, and both emphasize the speech system of language.

The text adopted by the Wiley Jr. High School English Department has this to say about the newer grammar:

In Enjoying English 7 and 8, the structural approach is evident in the presentation of the parts of speech. The generative transformational approach can be seen, for example, in the presentation of the compound sentence. With the exception of part of speech term determiner, the concepts derived from the newer grammar have been framed in traditional terms. Traditional sentence diagraming has been preserved, but unlike most traditional school grammars, diagraming is introduced as a means of analyzing sentences, not as an end in itself.⁹

A final statement and quotation on the use of linguistics:

Linguistics has been variously defined. In many minds, linguistics has been mistakenly equated with grammar. In truth, grammar is only one aspect of the science of linguistics. Other branches of linguistics, such as language history, dialectology, and semantics, involve considerations that are equally central to an intelligent understanding of language. This broader view of linguistics is reflected in the new material of this edition.¹⁰

More simply stated is that this text emphasizes awareness of language as a flexible, changing tool rather than the cultivation of grammatical "correctness."

⁸Ibid. p. 457
Enjoying English p. T5

⁹Teachers Edition, Wolfe, Hamilton, Doherty
¹⁰Op.cit.

II. Purpose of Linguistics as an Adjunct to Language Study

The new linguistics text Enjoying English 7 & 8 Linguistics Edition by Wolfe, Hamilton, and Doherty adopted at Wiley Jr. High School for the school year 1973 is directly relevant to the purpose of language study as indicated to understand oral and written language and particularly to evaluate language habits. This latter purpose is different from conventional syntactical studies in that the student's evaluation has a broader base of levels and kinds of English and change in English rather than a narrow, prescribed standard formal English, which linguistics clearly proves is in a state of constant change.

III. Goals of English

In like fashion the goals of linguistic study foster scholarly scientific and continual growth in communication, understanding, and evaluation of language to a greater extent than language arts of grammar. Together linguistics and language arts form a bridge made of abstract and concrete bricks of information. To continue this metaphor would imply that the bonding agent for these bricks of language arts and linguistics is that of student comprehension.

To reinforce the above the following is quoted: "...today's teacher no longer baldly relies on rules....today's teacher helps the learner to understand how language works."¹

IV. LEARNING LINGUISTICS THROUGH LITERATURE

One way of introducing the impact of language change might be a contrast of linguistic studies of some of the following required and

¹"What's Happening to Our Language Today?" A Handbook for Parents, New York; American Book Co., 1967, p. 4.

THEMATIC APPROACH TO LITERATURE, LANGUAGE AND COMPOSITION

supplementary literature texts.

<u>Robinson Crusoe</u>		17th Century prose English
<u>David Copperfield</u>		19th mid century prose
<u>Great Expectations</u>		19th
<u>Julius Caesar</u>		16th
<u>A Tale of Two Cities</u>		19th mid century prose American
<u>The Odyssey</u>		19th century poetized prose/translation
<u>Treasure Island</u>	English	18th century dialogue, 19th prose style
<u>Two Years Before the Mast</u>		19th American
<u>Twenty Thousand Leagues Under the Sea</u>		19th English
<u>Around the World In 80 Days</u>		19th English
<u>Up From Slavery</u>		19th American
<u>Little Britches</u>		19th American
<u>The Adventures of Tom Sawyer</u>		19th Mid-Western dialogue
		19th Southern dialect in dialogue
		19th American prose
<u>Big Doc's Girl</u>		19th American

Probably Track 2 or accelerated classes might cope with linguistic studies of poetry of the 18th, 19th, and some earlier centuries as compared and contrasted with decades of 20th century poetry.

For some of the thematic composition assignments students may be offered alternatives of attempting prose styles of differing centuries or decades of the twentieth century. Max Beerbohm in his slender volume A Christmas Garland offers excellent and humorous treatment of imitating literary greats of English and American fiction.

- V. Behavioral Objectives for Linguistics Grade 7: Upon completion of the course, the student will be able:
- A. To describe English as an important invention
 - B. To explain the origin of language
 - C. To detect language relationships
 - D. To detect language resemblances
 - E. To explain English as a foreign language
 - F. To identify Germanic influence upon the English language
 - G. To detect dialectual differences
 - H. To describe Anglo-Saxon words
 - I. To compare Old English and Modern English
 - J. To apply word order
 - K. To define an increased number of words
 - L. To detect the birthplace of words

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- M. To describe words from other languages
- N. To distinguish inflections
- O. To translate Middle English
- P. To distinguish sounds of Modern English
- Q. To differentiate spelling in Early Modern English
- R. To construct new words from old words
- S. To identify change in meaning
- T. To distinguish levels of usage

VI. PAGE INDICATIONS FOR TENTATIVE TEACHING GUIDES TO PUNCTUATION AND GRAMMAR GRADE 7 for ENJOYING ENGLISH 7 Linguistics Edition by D. M. Wolfe, L. T. Hamilton and E. N. Doherty in Random House Singer text 1970.

* Asterisk indicates unsuitable assignments for track 4, basic, or reluctant readers.

A. Punctuation

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Initials	237
2. <u>Question Mark</u>	
Interrogative Sentences	123, 237
Direct Quotations	242
3. <u>Exclamation Point</u>	
Commands	123, 238, 305
Strong Interjection	238, 240
4. <u>Comma</u>	
Friendly letter-greeting, closing	239, 241, 289-292
Dates	239
Addresses	239, 289-290
Direct Quotation	243, 273, 305
Introductory yes, no	239
Direct Address	239
* Mild interjection	239
5. <u>Quotation Marks</u>	242-243
Titles, (Articles, poems, stories, etc.)	242
6. <u>Apostrophe</u>	84-86
Plurals of letters, figures	83
Contractions	94-99, 190-191
7. <u>Underlining</u>	
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Names of newspapers, magazines, plays	242
* 3. Colon	313, 316

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B. Capitalization

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Place names	65
Titles-books	65
Holidays	65
Proper names, titles	65
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C. Parts of Speech

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Recognize and define	126
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Sing, pl.	127
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Kinds	
Common	130
Proper	130-131
Collective	130

2. Pronoun

Recognition, definition	131
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Sing, pl.	
Case	
*	
Nominative	223-234
*	
Possessive	94-99
*	
Objective	223-234
Kinds	
Personal	131-132

3. Verb

* Recognition, definition	133
Forms	
* Principal parts	197-204
* Participle	199
Agreement with subject	187-195
* Transitive, Intransitive	205-211

4. Adjective

* Recognition, definition	147-150
Descriptive	147-150
Comparison	149-151

5. Adverb

* Recognition, definition	154-156
* Function	156-163
Comparison	158-159

6. Preposition

* Recognition, definition	172
* Phrase, identification and use	173-186

D. The Sentence

1. Recognition, definition	119
2. Kinds	
Declarative, interrogative, imperative	122-3

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3. Structure

	Subjective	119-122
*	Predicate	119-122
*	Direct Object	205-207
*	Indirect	343
*	Pred noun, pronoun, adj.	212,-216

VII. Page Indications for Tentative Teaching Guide to Linguistics in the Random House Singer text Enjoying English 7 Linguistics Edition 1970

* Asterisks identify suitable assignments for track 4, basic or reluctant readers.

Chapter 1. An Important Invention

*	Activity 1. Imagine describing the following without using language: 1. family member, 2. favorite hobby, 3. favorite food, 2 a car ride	page 5
	2. Develop your own theory about language origin	5
*	3. Discovering ancestors. Interview a member of your family or community. What languages were used? Trace them on the Indo-European chart	7
	4. Guessing at relationships. Which are related to one another?	8
*	5. How Do Languages Resemble Each Other Write a paragraph of comparison.	8
*	6. Learning English As A Foreign Language Panel discussion	10

Chapter 2. English As A German Language

	Activity 1. Identifying Germanic	13
*	2. Listening for Dialectual Difference	15
*	3. Finding Anglo-Saxon Words	17
*	4. Comparing Old English and Modern English	19
*	5. Unscrambling Sentences	21
*	6. A Paragraph of Analysis	21

Chapter 3. The Growth of English

*	Activity 1. Using simple words	23
*	2. Finding the birthplace of words	23
	3. The Language of the Conquerors	25

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	4. The French Influence	page 26
*	5. The Origin of "Hard" words	27
	6. Surviving Inflections	28
	7. Translating Middle English	28
*	8. A Paragraph of Explanations	29
Chapter 4. English Since 1500		
Activity	1. A Standard Dialect	
*	2. Finding Different Sounds	33
*	3. Spelling in Early Modern English	33
*	4. Examining Shakespeare's Spelling	34
	5. Learning Renaissance Words	37
	6. More New Words	37
*	7. A Paragraph of Summary	37
Chapter 5. Your Changing Language		
* Activity	1. Sources of New Words	39
	2. Some sources of New Words	40
	3. Your New Word	40
*	4. Words That Have Changed	41
	5. Finding the History of A Word	41
*	6. Writing Paragraphs of Examples	42
*	7. Using Words of Several Meanings	43
*	8. Talking About Slang	44

THEMATIC APPROACH TO LITERATURE, LANGUAGE, AND COMPOSITION

I. Behavioral Objectives for Linguistics Grade 8: Upon completion of the course, the student will be able:

- A. To explain background of our language
- B. To distinguish elements of Old English and our language
- C. To detect how words are borrowed
- D. To compare changes from Old English to Middle English
- E. To identify Early Modern English
- F. To compare origins and influences on English in America
- G. To identify Indian words in English
- H. To apply the tool etymology in dictionaries
- I. To describe developing of new words
- J. To detect new words in the student's lifetime
- K. To choose sharper words
- L. To differentiate American and British spellings
- M. To differentiate American and British pronunciation
- N. To identify dialects in America
- O. To detect dialects
- P. To compare regional and local synonyms as well as unique words, phrases and sentences
- Q. To explain development of American dialects

II. Page Indications for Tentative Teaching Guides to Punctuation and Grammar Grade 8 for Enjoying English 8 Linguistics Edition by D. M. Wolfe, L. T. Hamilton and E. N. Doherty Random Singer 1970.

* Asterisk indicates unsuitable assignments for Track 4, basic or reluctant readers.

A. Punctuation

- 1. Period
 - Sentence 239
 - Abbreviations 239
 - Initials 234
- 2. Question Mark
 - Interrogative Sentences 239
 - Direct Quotation 239, 247
- 3. Exclamation point
 - Commands 239
 - Strong interjection 239
- 4. Comma
 - Friendly letter, greeting, closing 309
 - Dates 242-243, 284-285
 - Addresses 240-243, 284-285, 308
 - Series 241-243
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 - Introductory Yes, No. 240-243
 - Direct Address 240-242

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	Titles, articles, poems, stories, etc.	309
F.	<u>Apostrophe</u>	
	Possessives	309
	Plurals of letters, figures	
	Contractions	309
G.	<u>Underlining</u>	
	Titles of books	
	Names of Newspapers, magazines, plays etc.	
H.	<u>Hyphen</u>	310
I.	<u>Colon</u>	
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J.	<u>Semi-colon</u>	
B.	Capitalization	
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	Days of week, month	73
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	Place names	73
	Titles, books, etc.	73, 74, 305
	Holidays	305
	Proper names, titles	116
	In letters, greeting, closing	74, 305
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	Possessive	114
	Kinds	
	Common	116
	Proper	115-116
	Collective	117
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2.	<u>Pronoun</u>	
	Recognize, define	209
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*	Indefinite	120, 176-177
*	Demonstrative	217
*	Relative, interrogative	232
*	Reflexive	218
	Agreement with antecedent	219-221
	Uses (See sentence)	
3.	<u>Verb</u>	
	Recognition, definition	120-121
*	Principal Parts	185-187
	Agreement with subject	174-184
*	Transitive, intransitive	207
4.	<u>Adjective</u>	
*	Recognition, definition	133-136
*	Kinds	
	Descriptive	257-261, 263-267, 300-302
	Composition	135
5.	<u>Adverb</u>	
*	Recognition, definition	139
*	Function, how, when, where	
	to what extent	139-145
	Avoidance of double negative	
	Comparison	141-142
6.	<u>Preposition</u>	
*	Recognition, definition	154-157
*	Phrase, identification, use	155-156, 158-160, 162-164
7.	<u>Conjunction</u>	
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*	Subordinate	232-235
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III. PAGE INDICATIONS FOR TENTATIVE TEACHING GUIDE TO LINGUISTICS IN RANDOM HOUSE SINGER TEXT ENJOYING ENGLISH 8 LINGUISTICS EDITION 1970

* Asterisk identifies assignments suitable for track 4, basic, or reluctant readers.

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* Activity 1. Old English and Our Language	8
* 2. How Words Are Borrowed	9
3. Changes from Old English to Middle English	10-12
4. Old, Middle, and Modern English	14
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* Activity 1. Finding Exact Words	15
* 2. Finding the History of a Word	16
* 3. Developing New Words	17
* 4. New Words In Youth	19
* 5. Using Sharper Words	19
* 6. American and British Spelling	20
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9. "Translating" a British Paragraph	22
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* 3. Choosing Your Own Nouns	26
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LANGUAGE

GRADES SEVEN AND EIGHT

Guide to Modern English
Scott, Foresman
(1968)

"Endeavor to achieve clarity and
precision in spoken and written
communication."

-- Dr. Grayson Kirk --
Columbia University

LITERATURE, LANGUAGE, COMPOSITION

A THEMATIC APPROACH

1973 SUPPLEMENT

- I. In formulating behavioral objectives for use with the Scott-Foresman Guide to Modern English language text, the writers have attempted to keep in mind the needs of all our children. However, we believe that special consideration must be given to the lower ability child whose needs must somehow be met if he is to profit by his education. We believe that the lower ability child has a specific need for the following very basic types of skills:

A. Study skills

1. How can I find the main idea of a paragraph?
2. How can I interpret a paragraph?
 - a. Literal meanings
 - b. Symbolic meanings
3. How can I tell what is important in a paragraph and what is not?

B. Language Skills

1. How can I organize my own ideas?
2. How can I express these ideas, either in written or verbal form?

We believe that the aforementioned skills are all-important. With the exception of the behavioral objectives indicated for level 2 only, we believe that all of these objectives can and should be met, even if only to a limited extent, by all students.

II. Behavioral objectives - Grade 7

- A. To demonstrate entry level requirements based on K-6 objectives.
- B. To identify a point or topic for paragraph development.
- C. To discern available information for writing a paragraph.
- D. To record ideas in logical order.
- E. To distinguish between general information and specific detail.
- F. To restrict a paragraph to one main idea.
- G. To support a general statement with specific evidence.
- H. To write friendly and business letters.
- I. To identify and record basic sentence patterns.
- J. To distinguish levels of usage in formal and informal writing and speech.
- K. To recognize and eliminate sentence fragments in writing.
- L. To explain levels of English language usage.
- M. To recognize and develop sincerity, naturalness, and good taste in language usage.
- N. To compose paragraphs eliminating unnecessary shifts in subject, tense, voice, person, or number.
- O. To develop increased skill in using the dictionary.
- P. To increase vocabulary and vocabulary skills.
- Q. To have a thorough understanding of the mechanics, (spelling, capitalization, punctuation).
- R. To create sentence variety through use of single word and phrase modifiers.

Behavioral Objectives - 8th Grade

- A. To demonstrate entry level requirements based on grade 7 requirements.
- B. To write descriptive paragraphs.
- C. To create sentence variety through the use of the compound and complex sentence patterns.
 - * 1. To identify and write subordinate and coordinate ideas.
 - * 2. To identify and write parallel constructions in coordination.
 - 3. To punctuate compound and complex sentences.
- D. To create sentence variety through the use of single word and phrase modifiers.
- E. To construct friendly and business letters for specific purposes.
- F. To discern and evaluate writing on the basis of variety in sentence patterns.
- * G. To write 3-5 paragraph essays.
- H. To distinguish between fact and opinion.
- I. To increase dictionary and other reference skills.
- J. To identify the eight major word classes and correct verb forms.
- K. To recognize and eliminate from written work sentence fragments and run-ons.
- L. To apply usage skills:
 - 1. Subject-verb agreement
 - 2. Plural and possessive forms.
 - 3. Correct pronoun forms.
- M. To increase vocabulary and vocabulary skills.
- N. To manipulate effectively mechanics - spelling, capitalization, and punctuation.

* Track 2 only

Page Indications
for
Tentative Teaching Guide for Scott-Foresman
Guide to Modern English - Grade 7

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Ability Levels and Pg. No. Indications

I. Writing Paragraphs

- A. Distinguishing between a general and a specific idea

Ex.1, P4. Ex.2, P5	Ex. P4 Ex.2P5 Ex.3, P.14	Ex.2p.5 Ex.3,p.14 Ex.5,p.16 Ex.6,p.16
Ex.4,p.15	Ex.6,p.16 Ex.7,p.17 Ex.8,p.18 Ex.9,p.19	Ex.8,p.18 Ex.9,p.19
Ex.7,p.17		

- B. Practicing use of topic sentence & clincher sentence

Ex.10,p.19	Ex.10,p.19	Ex.10,p.19
------------	------------	------------

- C. Writing details needed to explain a general idea

	Ex.12,p.26 Ex.13,p.27 Ex.14,p.28 Ex.15,p.28	Ex.12,p.26 Ex.13,p.27 Ex.14,p.28 Ex.15,p.28
Ex.15,p.28		

- D. Applying knowledge of topic sentence and specific details to study skills for homework

Ex.17,p.32	Ex.17,p.32 Ex.18,p.32	Ex.18,p.32
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- E. Using knowledge of topic sentence and specific details in book reports

Ex.20,p.38 Ex.21,p.39	Ex.20,p.38 Ex.21,p.39	Ex.20,p.38 Ex.21,p.39
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II. Experiences With Words

- A. Increasing vocabulary through recognizing clues in context

Ex.2,p.50 Ex.3,p.52	Ex.1,p.48 Ex.2,p.50 Ex.3,p.52	Ex.1,p.48 Ex.2,p.50
------------------------	-------------------------------------	------------------------

- B. Understanding the difference between specific words and general words

Ex.6,p.57	Ex.5,p.56 Ex.6,p.57	Ex.5,p.56 Ex.7,p.58
-----------	------------------------	------------------------

- C. Developing usage of description -giving adjectives

Ex.8,p.60	Ex.8,p.60 Ex.9,p.60	Ex.8,p.60 Ex.9,p.60
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- D. Developing usage of comparisons

Ex.10,p.63 Ex.11,p.63	Ex.10,p.63 Ex.11,p.63	Ex.10,p.63
--------------------------	--------------------------	------------

III. Using the Dictionary

A. Finding words quickly

B. Compound words

C. Dividing words

D. Unusual spelling

E. Pronunciation symbols

F. Word meanings

IV. Speaking Experiences

A. Anecdotes

B. Making an announcement

C. Making a "How to" explanation

D. Sharing knowledge

E. Giving directions

F. Speaking distinctly

V. Writing Letters

A. Content of friendly letter

B. Parts of the friendly letter

C. Addressing the envelope

D. Thank-you letter

E. Bread and butter letter

F. A letter of invitation

G. An answer to an invitation

H. Parts of a business letter

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for
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Guide to Modern English - Grade 8

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LANGUAGE

GRADES SEVEN, EIGHT AND NINE

Contemporary English

Silver Burdett

(1973)

"We have learned ... that we learn
humanity by studying humanity. We
are aware and sometimes ashamed that
in the not too distant past we have
studied human fact when we should
have been studying human spirit."

-- Dr. William A. Jenkins --
Univ. of Wisconsin

COURSE GUIDE OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 7, by
SILVER BURDETT

This outline is in two parts. The first section takes the Grade 7 "Skills to be Mastered in English in Grades 7-12" from pages 102-104 of the Thematic Approach Guide and indexes where the material to teach these skills can be found in the new textbook.

The second section sets out specific course objectives for the textbook in conjunction with already established objectives for this grade level and school district. In addition, suggestions are made as to which exercises are appropriate for which student ability levels and areas where the text coincides with literature and other textbooks in the curriculum.

I. SKILLS TO BE MASTERED

Introduce

Dialect	Part I, Ch. 14, Part IV, Usage Ch.1-4
Novel	(tie in) The Book Report, Part V, Ch.4-9
Poetry, Lyric	Haiku Poetry, Part II, Ch.9
Symbolism	Part I, Ch. 8-9
Composition, descriptive	Part II, Ch. 1-6 and 9-11 (also, <u>Composition Models and Exercises</u> , Gr. 7, Section 4)
Group Discussion Techniques	Throughout the book, group discussion topics are suggested for the materials being studied.
Sentence Patterns	Part III, Ch 1-3 and 11-17
Summarizing	Part IV, Ch. 4 (tie in Part II, Ch.12-14)
Drama (Comedy), Poetry (Narrative), Satire, and Letters (Business and Friendly,) are not found in the textbook.	

Concentrate

Vocabulary	Part I, Ch. 11-15; Part IV, Ch 3-4
Narrative	Part II, Ch. 1-8
Rhetoric, Manuscript Form	Part V, Ch. 2 (also, <u>Composition Models and Exercises, Grade 7</u> , Section 6)
Biography is not found in the textbook.	

Reinforce

Semantics	Part III, Ch. 1-17
Fable	Part V, Ch. 8

Mass Media	(tie in) Part I, Ch. 1-4
Creative Composition	Part II, Ch. 1-8
Listening	(tie in) Part I, Ch. 4)
Reports	Part V, Ch. 4-9
Rhetoric, Invention- Organization	Part V, Ch. 1-3
Varieties of communication	Part I, Ch. 1-6

Epic Poetry, Myths, Poetry and Research Techniques are not found in the textbook.

II. TEXTBOOK OBJECTIVES

The teacher's section of the textbook provides excellent specific objectives and teaching suggestions. The following objectives more generally state what the student will be able to do after completing work on sections of the text.

Many exercises are provided for all abilities. There are many discussion topics suggested. It is not recommended that all exercises or chapters be done by every student for every section. This provides ample opportunity to individualize instruction according to student desire and ability. In particular, sections entitled "Going Ahead" are best suited for Track 2 pupils or extra projects.

Part I: LANGUAGE

Section A: To express Meaning

1. The student will be able to recognize "communication" as a basic human need involving all five senses and a great variety of different symbols.
2. The student will be able to analyze the way he dresses as a form of communication.

Section B: The Spoken Word

1. The student will be able to recognize language as a highly flexible, adaptable tool which is constantly changing to suit the needs of its users.
2. The student will be able to understand how a baby learns to talk.

Section C: The Written Word

1. Student will be able to distinguish between ideographs, and pictographs (Spelling Workbook, History of Our Language sections)
2. Student will recognize the alphabet as a set of symbols to signify oral sounds meaningful in that culture.

3. The student will gain a useful objectivity toward spelling as a tool of language. (Good as an introduction to Spelling Workbook)

Section D: Where Words Come From

1. Students will be able to understand how their dictionary grows and changes as new words are added and the meanings of old ones are stretched and adjusted.
2. Student will be able to understand the effect of short cuts in adding new words to our language.
3. Student will be able to recognize the incorporation of many foreign words into the English Language.
4. Student will be able to identify onomatopoeic words.

Part II: COMPOSITION

Section A: Seeing and Sensing

1. Student will be able to express in writing his concrete sense perceptions.
2. Student will be able to recognize "selective perception" in himself and see how unique his "objective" perceptions are.
3. Student will be able to shift his point of view to describe objects as seen through the eyes of another person.
4. Student will be able to describe his other sense perceptions (hearing, touch, smell, and taste) as well as those of sight.

Section B: Witness or Judge

1. Student will be able to tell the difference between fact and opinion.
2. Student will be able to tell the difference between objective and subjective.

(Also use Composition Models and Exercises, Section I, Lesson 2)

Section C: One Word Makes the Difference

1. The student will be increasingly careful of his precise selection of words to capture an event or scene.
2. The student will become aware that good writing depends upon the use of significant details.
3. The student will be able to increase the concrete sensual appeal of his descriptive writing by careful word selection.
4. The student will be able to identify words of increasing specificity in comparison with other words.

(Also use Composition Models and Exercises, Section 3,4;Lesson 12)

Section D: Seeing Relationships

1. The student will be able to relate his own personal experiences to his present perceptions.
2. The student will be able to understand the meaning of "compare" and of "contrast."
3. The student will be able to recognize and use "Similes."

Part III: GRAMMAR

Section A: Sentences Unlimited

1. The student will be able to identify the two major parts of a basic sentence.
2. The student will be able to recognize the importance of word order as well as word selection in making a correct English sentence.

Section B: Putting Words Together

1. Student will be able to put a sentence into its straight subject predicate form whenever possible.
2. Student will be able to identify the subject of a sentence.
3. Student will be able to identify the predicate of a sentence.
4. Student will be able to recognize the usefulness of sentence fragments in conversation and writing.
5. (for Track 2 only) The student will be able to identify the use of compounds--subjects, predicates, and sentences.

Section C: The Nature of Words

1. The student will be able to distinguish common nouns from proper nouns.
2. The student will be able to make nouns by adding "noun making suffixes" to words of the parts of speech.
3. Student will be able to use correctly the possessive and plural forms of nouns.
4. The student will be able to identify a word used as an adjective in a sentence.

Section D: The Verb and After

1. The student will be able to identify the verb or verb phrase within a predicate.
2. (for Track 2 only) The student will be able to recognize the function of helping verbs in showing the "time" of the action.

3. The student will be able to identify the Direct Object in a simple sentence patterned: S * V * D.O.
4. The student will be able to recognize the various forms of the verb "to be."
5. (for Track 2) The student will be able to identify the parts of a basic S * LV * SC sentence.

Section E: To Transform Sentences

1. The student will be able to change a positive statement into a negative one.
2. The student will be able to change a simple sentence into a simple question.

Part IV: USAGE

Section A: A World of Difference

1. The student will be able to distinguish between standard and non-standard English.
2. The student will be able to understand that informal language is inappropriate for some situations.
3. The student will be aware of the different pronunciation and vocabulary in different dialects.
4. The student will be aware of the contribution of local ethnic dialects to the richness and beauty of the English language.

Part V: SKILLS

Section A: In the Spotlight

1. The student will be able to prepare a good speech (Composition Models and Exercises, Section 6, Lesson 16-19)
2. The student will be able to recognize those principles which are necessary for effective public speaking.
3. The student will be able to develop his speaking ability to a level commensurate with his actual intelligence.

Section B: The Book Report

The student will be able to attack a book report as an analytic treatment of plot, setting, characterization, style and theme. (also use Composition Models and Exercises, Section 2, Lesson 6,7; Section 6, Lessons 18,19)

Section C: Signs of Writing

1. The student will be able to make effective use of end punctuation in sentences.

2. The student will be able to make thoughtful use of the comma in his writing.
3. The student will be able to use the apostrophe appropriately.
4. The student will be able to use quotations correctly and effectively (also use Composition Models and Exercises, Section 5, Lesson 15)

OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 8 -- SILVER BURDETT

Supplement to Literature, Language, Composition -- A Thematic Approach

This outline is in two parts. The first section takes the Grade 8 "Skills to be Mastered in English in Grades 7-12" from pages 102-104 of the Thematic Approach Guide and indexes where the material to teach these skills can be found in the new textbook.

The second section sets out specific course objectives for the textbook in conjunction with already established objectives for this grade level and school district. In addition, suggestions are made as to which exercises are appropriate for which student ability levels and areas where the text coincides with literature and other textbooks in the curriculum.

I. SKILLS TO BE MASTERED

Introduce

Idiom	Part 4, Cptr. 5
Simile	Part 1, Cptr. 8
Metaphor	Part 1, Cptrs. 7-10
Personification	Part 1, Cptr. 8

Hyperbole, Onomatopoeia, Alliteration and Tragedy are not found in the textbook.

Concentrate

Dictionary	Part 5, Cptr. 4-6
Grammar	All of Part 3
Spelling	Part 4, Cptrs. 7-9 (Supplement with Grade 8 Spelling Workbook)
Usage	All of Part 4
Vocabulary	Part 1, Cptrs. 1-3 (Supplement with vocabulary from class reading and activities and with Grade 8 Spelling Workbook.)
Narrative Poetry	Part 2, Cptr. 14
Descriptive Composition	All of Part 2
Sentence Patterns	Part 3, Cptrs. 1-6, 16-18

Biography and Comedy are not found in the textbook.

Business and Friendly Letters are not presented explicitly in the text but can be taught with Part 4, Cptr. 2 on "Formal and Informal English."

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Reinforce

Dialect	Part 2, Cptr. 6 Part 4, Cptrs. 1-3
Semantics	Part 1, Cptrs. 1-6 Part 4, Cptrs. 3 and 6
Epic	Part 2, Cptr. 14
Fable	Part 2, Cptr. 14
Mass Media	Part 5, Cptr. 1
Myth	Part 2, Cptrs. 4 and 14
Novel	Part 2, Cptrs. 5-8
Creative Composition	All of Part 2
Listening	Part 5, Cptr. 2
Summarizing or Precis	Part 5, Cptr. 3

Varieties of Communication Discussed throughout the textbook.

Lyric Poetry, Satire and Symbolism are not found in the textbook.

Reports and Research Techniques are not found in the textbook and might best be taught in conjunction with some research assignment or library work.

Group Discussion Techniques are not covered in the textbook. Teachers can refer to material in the Thematic Guide on this topic.

Another good reference for teachers in this area is a book called Learning Discussion Skills Through Games published by Scholastic Books. In addition to helping make students aware of needed courteous discussion skills, it helps make them aware of themselves and their interactions with each other, part of the Cleveland Heights-University Heights Human Relations Policy.

II. TEXTBOOK OBJECTIVES

The teacher's section of the textbook provides excellent specific objectives and teaching suggestions. The following objectives more generally state what the student will be able to do after completing work on sections of the text.*

Many exercises are provided for all abilities. There are many discussion topics suggested. It is not recommended that all exercises or chapters be done by every student for every section. This provides

*It can be noted here that these objectives more than amply cover the Behavioral Objectives for Grade 8 as outlined in Purposes, Goals and Behavioral Objectives Language Arts K-12, revised March 6, 1970.

OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 8

ample opportunity to individualize instruction according to student desire and ability. In particular, sections entitled "Going Ahead" are best suited for Track 2 pupils or extra projects.

Part I: LANGUAGE

Section A: Words in Action

1. The student will be able to recognize the uses of context in discovering the meaning of a word.

Section B: The Effects of Words

1. The student will be able to state the uses of a thesaurus and dictionary and be able to use them to find synonyms.
2. The student will be able to define and give examples of synonyms.
3. The student will be able to define and give examples of euphemism.
4. The student will be able to recognize the differences between statements of fact and opinion.

Section C: Speaking of Metaphors

1. The student will be able to recognize simple metaphors as figurative language.
2. The student will be able to define and write a simile, metaphor, idiom, and personification.
3. The student will be able to recognize a cliché.

Part II: COMPOSITION

It is suggested that the different chapters in this unit not be taught all together in consecutive order. They should be scattered throughout the year and matched with appropriate class readings and experiences or other sections of the text.

Section A: Where Stories Come From

1. The student will be able to recognize memories and experiences from his own life that provide material for his writing.
2. The student will be able to use sensory descriptions and details in writing.
3. The student will be able to recognize stories of fantasy and fancy.

OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 8

4. The student will be able to write a story using the writing techniques described in Chapters 1-4.

(NOTE: Section 1 Lessons 1-4 of Composition Models and Exercises Grade 8, might prove a useful supplement here especially for Track 2 Students.)

Section B: What Stories Are Made Of

(NOTE: This chapter can be taught in conjunction with the first novel or short stories. It helps students become aware of and familiar with character, dialogue, setting, plot and sequences of events.)

1. The student will be able to write a character sketch.

2. The student will be able to write a dialogue.

(NOTE: There is opportunity here to teach dialect and proper punctuation of a dialogue. Also, Section 5, Lesson 18 of Composition Models and Exercises Grade 8 fits in here.)

3. The student will be able to recognize the elements of setting and will be able to write a description of the setting for a story.

4. The student will be able to recognize and use the techniques for organizing the events in a story.

(NOTE: Lessons 8 and 20 in Composition Models and Exercises fit in here.)

Section C: Words That Work

1. The student will be able to recognize redundancy in writing.

2. The student will be able to use a variety of sentence types in writing.

3. The student will be able to expand simple sentences into more interesting compound and complex sentences.

4. The student will be able to write a story scene using descriptive language.

5. The student will be able to use transitional words to connect ideas in a story.

(NOTE: Lesson 6 on "Unity in Paragraphs" in C. M. & E. might fit in here.)

Section D: Ways To Tell Your Story

1. The student will be able to recognize that there are many literary forms in which a story can be told.

2. The student will be able to describe the importance of point of view in story writing.

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(NOTE: This might prove most useful when taught in conjunction with a novel or short story in which point of view is of prime importance.)

3. The student will be able to tell the same story from differing points of view.
4. The student will be able to define and identify the theme of a story.
5. The student will be able to differentiate between the plot and theme of a story.
6. The student will be able to use criteria for evaluating and revising his own writing.

Part III: GRAMMAR

Section A: Sentence Sense

1. The student will be able to put a subject and predicate in correct order to make a sensible sentence.

Section B: Words Into Patterns

1. The student will be able to differentiate between subjects, predicates, and the words that modify them.

(NOTE: Some writing exercises that might be used here are Lessons 9 and 11 in C. M. & E.)

2. The student will be able to recognize sentences which show direct action and those which show indirect action.
3. The student will be able to recognize subject complements and their function in a sentence.
(NOTE: Much of the material in the latter sections of this chapter is not suited for Track 4 or slow Track 3 students.)

Section C: From the Word Bank

1. The student will be able to recognize a noun and its modifiers in a sentence.
2. The student will be able to show that pronouns are substitutes for nouns.
3. The student will be able to point out conjunctions, prepositions and the object of a preposition in a sentence.
4. The student will be able to recognize compound subjects, predicates and sentences.
5. The student will be able to identify adjectives in a sentence and state their function.

OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 8

6. The student will be able to identify adverbs in a sentence and state their function.

(NOTE: Lessons 10 and 12 in C. M. & E. might fit in well here.)

Section D: More About Verbs

1. (TRACK 2 PUPILS) The student will be able to recognize transitive, intransitive and linking verbs and differentiate between them.
2. The student will be able to recognize verb tenses through verb endings.
3. The student will be able to construct and use the four verb forms for most common regular verbs.
4. The student will be able to recognize irregular verbs and their principal parts.
5. The student will be able to use helping verbs correctly.

Section E: Transforming Sentences

1. The student will be able to change a statement into a request.
2. The student will be able to change a positive statement into a negative one.
3. The student will be able to change a statement to a question.

Part IV: USAGE

Section A: Worlds of Difference

1. The student will be able to recognize the differences between standard and non-standard, formal and informal English and the appropriate times to use them.
2. The student will be able to recognize prepositions in a sentence.
3. The student will be able to define idioms and their uses.

Section B: Words That Sound Alike

1. The student will be able to define homophones and use correctly the ten most often misused common homophones.

OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 8

Part V: SKILLS

Section A: From the Grab Bag

1. The student will be able to identify the different mass media and evaluate their varied presentations.
2. The student will be aware of listening techniques.
3. The student will be able to identify the qualities of a good precis.
4. The student will be able to write a good precis.

Section B: From the Treasure Chest

1. The student will be able to locate different types of information in the dictionary.
2. The student will be able to locate synonyms and antonyms for a given word in the dictionary.

Section C: Pattern Signals

1. The student will be able to make correct use of end punctuation in sentences.
2. The student will be able to use commas correctly in varied situations.
3. The student will be able to correctly form the possessive of a given noun.
4. The student will be able to differentiate between plurals and possessives.
5. The student will be able to use correctly dashes, semicolons, apostrophes and quotation marks in his writing.
6. The student will be able to identify situations in which the capitalization of words is necessary.

COURSE GUIDE OUTLINE TO ACCOMPANY CONTEMPORARY ENGLISH GRADE 9, by
SILVER BURDETT

This outline is in two parts. The first section takes the Grade 9 "Skills to be Mastered in English in Grades 7-12" from pages 102-104 of the Thematic Approach Guide and indexes where the material to teach these skills can be found in the new textbook.

The second section sets out specific course objectives for the textbook in conjunction with already established objectives for this grade level and school district. In addition, suggestions are made as to which exercises are appropriate for which student ability levels and areas where the text coincides with literature and other textbooks in the curriculum.

I. SKILLS TO BE MASTERED

Introduce

Essay	Part V, Ch.2; Part II, Ch. 1-8
Short Story	Part V, Ch. 4
Exposition	Part II, Ch. 1-8
Writing Style	Part II, Ch. 9-12

Irony is not found in the textbook

Concentrate

Grammar	Part III, all
Usage	Part IV, all
Tragedy	(tie in) Part V, Ch. 6
Reports	Part V, Ch. 3-7
Sentence Patterns	Part III, Ch. 8-17

Dictionary use, Epic poetry and myths are not found in the textbook.

Reinforce

Dialects	Part IV, Ch. 1,2
Idiom	Part IV, Ch. 1,2
Semantics	Part I, Ch. 10-13
Spelling	Part I, Ch. 7-9
Vocabulary	Part I, Ch. 7-9
Varieties of Communication	Part I, Ch. 3
Mass Media	Part II, Ch. 1,2; Part I, Ch. 15

The novel is not found in this textbook.

II.. TEXTBOOK OBJECTIVES

The teacher's section of the textbook provides excellent specific objectives and teaching suggestions. The following objectives more generally state what the student will be able to do after completing work on sections of the text.

Many exercises are provided for all abilities. There are many discussion topics suggested. It is not recommended that all exercises or chapters be done by every student for every section. This provides ample opportunity to individualize instruction according to student desire and ability. In particular, sections entitled "Going Ahead" are best suited for Track 2 pupils or extra projects.

Part I: Language

Section A: Nature and Origin of Language

1. The students will become more aware of where language came from.
2. The students will become more aware of non-verbal forms of communication.
3. The students will be able to recognize words as symbols.
4. The students will be able to observe some similarities between related Indo-European Languages. (Chapters 5 and 6 are recommended for Track 2 only).

Section B: The Anatomy of Words

1. The student will be able to recognize some of the more commonly used Latin and Greek derivatives.
2. The student will be able to recognize and utilize common English prefixes.
3. The student will be able to recognize and utilize common English suffixes.

Section C: Names of People

The student will be more sensitive to names and their significance.

Section D: Names of Places and Products

1. Student will be able to distinguish between common and proper nouns.
2. Student will be able to recognize the importance of place and product names.

Part II: COMPOSITION

Section A: The Business of Persuasion

1. The student will be able to recognize non-factual material whose intention is to persuade.

2. The student will be able to express a strong opinion or develop a persuasive argument in writing.

Section B: Knowing Where You Stand

The student will be able to recognize the importance of supporting opinions with facts.

Section C: Your Audience and How to Reach It

The student will be able to use different techniques in appealing to different readers or audiences.

Section D: Presenting Your Case

The student will be able to write an organized written argument supported by reason.

(Also, Composition Models and Exercises, lessons 21-23)

Section E: Refining Your Case'

1. The student will become aware of his own distinctive writing style.
2. The student will be able to rewrite the first draft or a composition to increase its effectiveness.

Part III: GRAMMAR

Section A: Looking at Sentences

1. The student will be able to recognize the importance of punctuation, intonation, and word order in English sentences.
2. The student will be able to recognize the subject and predicate of a sentence.
3. The student will be able to distinguish between sentences and fragments.

Section B: Four Major Word Classes

1. The student will be able to identify simple subjects and simple predicates.
2. The student will be able to distinguish between plurals and possessives of nouns.
3. The student will be able to correctly define and identify adjectives and adverbs in a sentence.
4. The student will be able to distinguish between main and helping verbs.

Section C: What's the Pattern?

The student will be able to demonstrate an understanding of the processes whereby the structure of basic sentences can be varied to create new sentences.

(Chapters 15-17 recommended for Track 2 students)

Part IV: USAGE

Section A: Meeting the Standard

The student will be able to distinguish between standard and non-standard English.

Section B: Making Agreements

1. The student will be able to make subject and verb agree in number.
2. The student will be able to recognize and use nouns that have unusual plural forms.
3. The student will be able to demonstrate an understanding of what verb tense is.
4. The student will be able to change the tense of any regular verb.
5. The student will be able to correctly change the tense of common irregular verbs.

(The reminder of Section B and all of Section C and D should be used for supplementary work in Track 2 classes)

1. The student will be able to use the correct verb form with a compound subject.
2. The student will be able to use the proper personal pronoun forms in the subject, object, or subject complement position.
3. The student will be able to correctly match indefinite pronouns with the appropriate verb.
4. The student will be able to recognize that possessive pronouns must agree with their antecedents.
5. The student will be able to grapple with the trickiest words in English.
6. The student will be able to recognize a cliché when he meets one.
7. The student will be able to recognize the value of rereading and understanding what he writes.

Part V: SKILLS

Section A: The Tests People Take

1. The student will be able to recognize the various types of objective tests and the appropriate strategies for taking them.
2. The student will be able to spot the key words which will guide his attack of essay test questions.

Section B: On Writing About Literature

1. The students will discover the difference between writing a traditional book report and writing a critical essay about a piece of literature.
2. The students will begin to recognize the technical devices needed to write a short story.
3. The student will be able to support with reasons his critical appraisal of a work of art: "You don't have to like it as long as you can say why you don't like it."
4. The student will be able to distinguish the difference between a plot and theme.
5. The student will be able to identify poetic elements in non-poetic contexts.
6. The student will develop a vocabulary for analyzing poetry.
(Also Composition Models and Exercises, Section 7)

Section C: Not By Words Alone

1. The student will be able to distinguish between common and proper nouns (tie in with earlier chapter on names).
2. The student will be able to use sentence and punctuation properly and effectively.
3. The student will be able to use commas with sensitivity to sentence meaning and structure.
4. The students will be able to use quotation marks correctly.
(Also Composition Models and Exercises, Lesson 13)

1. The FIVE Most Important Words: "I am proud of you!"
- The FOUR Most Important Words: "What is your opinion?"
- The THREE Most Important Words: "If you please."
- The TWO Most Important Words: "Thank you."
- The Least Important Word: "I"

- Fortune Magazine

-
2. The SIX Most Important Words: "i admit i made a mistake."
 - The FIVE Most Important Words: "You did a good job!"
 - The FOUR Most Important Words: "What is your opinion?"
 - The THREE Most Important Words: "If you please."
 - The TWO Most Important Words: "Thank you."
 - The ONE Most Important Word: "WE"
 - The Least Important Word: "i"

-Frontier Hotel
Las Vegas, Nevada